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ABSTRACT

This Systems and Procedures Exchange Center (SPEC) kit is based on information from 22 of the 71 Association of Research Libraries (ARL) member libraries that responded to a 1986 survey of 91 ARL academic libraries concerning the analysis of professional and non-professional positions, and on information collected from 17 additional libraries that were contacted by letter and telephone during 1986. The 22 libraries selected for analysis reported that positions had been looked at within the past three to four years. A concise summary considers changing staff roles, the use of job analysis, job analysis projects, and future considerations. In addition, a tabulation of survey results is presented, and the following original documents are included: (1) examples of information gathering materials from Boston University, Brigham Young University, and the University of Michigan; (2) program descriptions from Brown University, Columbia University, the University of Kentucky, Michigan State University, and the University of Michigan; and (3) position classifications from the University of British Columbia, Brown University, Columbia University, and the University of Pennsylvania. A seven-item bibliography and SPEC order and evaluation forms are also provided. (KM)

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____ 084.Public Serv.Goals-Objs.
____ 083.Approval Plans
____ 082.Document Delivery Systems
____ 081.Services to Disabled
____ 080.Specialty Positions
____ 079.Internships/Job Exchanges
____ 078.Recruitment-Selection
____ 076.Online Bibliog.Search Servs.
____ 075.Staff Development
____ 074.Fees for Services
____ 073.External User Servs.
____ 072.Executive Review

SEE BACK

____ 070.Preservation Procedures
____ 068.AACR2 Implement.Studies
____ 067.Affirmative Action Progs.
____ 064.Indirect Cost Rates
____ 063.Collective Bargaining
____ 057.Special Collections
____ 056.External Communication
____ 054.Internal Communication
____ 049.Use of Annual Reports
____ 048.External Fund Raising
____ 047.Automated Cataloging
____ 046.Planning Card Catalog
____ 031.Allocation of Resources
____ 029.The Systems Function
____ 020.Manager-Tech.Specialists
____ 019.Staff Associations
____ 008.Collective Bargaining
____ 007.Personnel Classif.Schemes
____ 003.Personnel Organization
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* * *

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spec flyer
Flyer 135—June 1987
OMS
Systems and Procedures Exchange Center
ISSN 0160 3582

Job Analysis in ARL Libraries

The structure of work is changing in research libraries, as librarianship itself changes. Technology is having a profound impact upon work patterns, operations, and organizational structures. At the same time, library administrators are attempting to find ways to accomplish more with stable or declining resources. In working through these changes, several libraries are analyzing traditional job classifications, positions, and duties in order to make the best use of staff and improve overall performance. At the same time, managers are interested in providing their staffs with challenging work in a satisfactory environment.

In Spring and Summer 1986, at the request of a member library, SPEC conducted a survey of 91 academic members of the Association of Research Libraries (ARL). The survey asked four basic questions concerning a library's analysis of both professional and non-professional positions and requested documents from studies conducted by the library. Seventy-one libraries responded: 22 reported they had looked at positions within the past three to four years. Information from these 22 libraries, plus another 17 contacted by letter and telephone during 1986, forms the basis for this flyer and kit.

CHANGING STAFF ROLES. Whereas there has always been overlap in the work performed by professional librarians and support staff, there now is more interest in exploring how all staff members can be best utilized, given new technology and heightened awareness of the need for productivity and performance measurement. Several libraries report a shifting of roles and a clouding of distinctions between what have been traditionally considered librarian and non-librarian duties. In many cases, duties previously performed mainly by librarians are now executed mainly by support staff. This shifting of responsibilities in the organizational structure, along with new methods of operation, may well lead to a settling out of previously complex duties into routine functions and new definitions for organizational boundaries. The result may be formalized redefinitions of librarians' and support staffs' roles within institutions.

One obvious example of the transition of responsibilities lies in cataloging departments, where at one time large staffs of professionals were required to catalog and classify materials for use. Now, with most cataloging handled through bibliographic utilities, many tasks previously assigned mainly to librarians are handled by support staff. As a result, professional cataloging staffs have shrunk dramatically at many institutions, with librarians reassigned to other professional responsibilities in public services or new areas of library work.

Throughout the library, technology is affecting not only the operation, but the structure of the organization as the nature of work changes. With the influx of automated processing systems, complex tasks can be broken down into individual operations using a computer, and processed more quickly and with less professional involvement. Routine tasks commonly performed by people can often be performed by machine, providing opportunities for staff enrichment and retraining.

In the midst of redefining positions, libraries have identified a few areas as possessing the level and responsibility characteristic of professional library work. These include research reference, collection development, original cataloging, and administration, which includes supervision, decision-making and planning. These areas may encompass a wide variety of elements performed by support staff, but the major tasks are professional in nature.

THE USE OF JOB ANALYSIS. In an effort to come to a new definition of positions in the face of automation and other changes, some libraries are using job analysis. This process evaluates a job in relation to others in the organization by analyzing responsibilities, requirements, and the context in which the job is performed. It clarifies and provides structure to positions. Job analysis systems range from simple listings of positions by rank, to complex schemes employing comparison of job factors and use of point count analysis.

In ARL libraries, job analysis schemes seem to be divided between locally developed and commercial systems. The typical system used to evaluate jobs involves dividing a job into categories, such as specific duties, required education and experience, and level of independence; gathering information using a form and a personal interview; and reviewing the position, often against a point scale, to determine a particular classification.

One use for job analysis, which follows from the evaluation process, is wage setting. It is through job analysis that an appropriate placement of a position within an overall framework can be arranged.

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JOB ANALYSIS PROJECTS. Based on information from 39 libraries, it appears that job analysis is being used in many cases to redefine jobs and in some cases to distinguish between professional and nonprofessional tasks. Several respondents indicated that job analysis has proved a valuable method for attempting to ascertain the level of a particular group of duties in an organization. Several responding libraries have carried out job analysis projects using the Hay classification system, the most heavily-used system with principal application in support staff environments. Some have used the services of an outside consultant. Projcts in addition to those described in the Kit include the following.

The National Library of Canada has undertaken a classification study as part of a federal government project for their Library Science Group (librarians) and Social Science Support Group (library technicians who would come under this group) in order to produce new classification standards which would affect all librarians employed by the government. The process has involved the pairing of benchmark positions for the purposes of analysis, establishment of standards, and assignment of points for such items as supervision, job knowledge, and education.

Brigham Young University has completed an analysis of library positions using the Hay system to determine levels of professional jobs. Points were assigned to each position based upon the ranking in each of three areas: know-how, problem-solving, and accountability. These points were then tied to compensation in a formula which included four components: position classification, qualifications, academic rank, and performance. Detailed procedures were developed for translating these factors and the task analysis data into salary administration. It should be noted that the university no longer uses the Hay Guide Chart Classification System for professional librarians, but the system remains in use for other staff.

Queen's University originally used a Joint Union/Management Training Committee to categorize positions, interviewing every member of each library department using the ALA Task List as a framework. Currently, Queen's is undergoing a second analysis project with a Joint Union/Management Job Evaluation Committee. It appears that a weighted point plan will be developed and that position questionnaires will be completed by the staff as source material for developing formal job descriptions. Job analysis will be used to a significant extent in the development of nonprofessional job descriptions. Position guides have been developed for professional jobs which list specific responsibilities, qualifications, and duties.

FUTURE CONSIDERATIONS. As the need to improve productivity in an automated environment continues, it seems certain that a greater emphasis will be placed upon responsibilities of employees and the classification of work. Defining jobs will become a common activity in libraries because of changing technology, redeployment of professional and support staff, integration of previously separate functions, more direct involvement in service to users, and shrinking personnel budgets.

It is true, however, that distinguishing among professional and non-professional duties cannot be easily accomplished through an inventory of tasks. Libraries investigating the nature of professional librarians' positions are finding that much forethought, planning, and theory enters into the actions taken by professionals. In addition, while some nonprofessional tasks are performed by librarians, these should not necessarily mean the shifting of professional positions to nonprofessional status. It is the overall context in which responsibilities are performed rather than single duties that determines what place a position holds in an organization. Professionals are defined not only by the tasks they perform, but also by the decisions they make and the education and thought process that constitute those decisions.

As librarianship moves into the future, the efficient utilization of staff will grow into an even more critical issue requiring a broad view of the role of the library in a fiscally constrained, highly automated environment. With an informed understanding of the values and the limitations of its effectiveness taken into account, job analysis can serve as an effective method of organizing staff positions in research libraries.

The Kit on Job Analysis (#135, June 1987) contains tabulated survey results, five examples of information-gathering, 10 program descriptions, five position classification descriptions, and a selected bibliography (95 pages).

* * *

This flyer and kit was prepared by William K. Black, Assistant Director for Administrative Services and Personnel, Iowa State University Library as part of the OMS Collaborative Research/Writing Program.

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USES OF SPEC KITS

The Systems and Procedures Exchange Center (SPEC) is a clearinghouse operated by the Association of Research Libraries, Office of Management Studies that provides a central source of timely information and materials on the management and operations of large academic and research libraries. It facilitates the exchange of knowledge and documents through SPEC Kits, which are distributed ten times each year to ARL members and other interested libraries. The Kits include topically-arranged groupings of unedited primary source documents – selected for their value to administrators and decision-makers – that illustrate a wide range of alternative approaches to specfic issues.

Kit documents come from general membership surveys and from selected libraries contacted directly by SPEC, and most Kits are produced within six months of surveys. The documents' value comes from their variety of ideas, methods, and solutions. They are not viewed as finished products, but rather as points of departure for a library's planning efforts and as stimulants to innovative approaches to problem-solving. As such, Kits do not present answers or prescriptions for any one library; instead they illustrate how selected ARL members are planning for or dealing with particular issues. The worth of any one Kit to a particular library will depend upon the specific topic covered and the library's stage of development in that area.

Materials are selected according to the following criteria:

- Presents an approach of potential value to administrators and decision-makers
- Timely, and dealing directly with the topic under consideration
- Probability of application of ideas or thinking to other library situations
- Illustrative of actual practice, rather than theoretical
- Understandable, readable communication

All together, the materials should provide a range of alternative approaches that complement each other, provide variety, and stimulate comparison and contrast.

Libraries can take advantage of the Kit compilations in a number of ways. Administrators can evaluate the assumptions, methods, and results of other libraries' approaches; compare and contrast them; and use the learnings in their own situations. Library staff members can use the kits as professional development and current awareness tools. Committees and task forces can use them to begin a review of current practices. And the Kits can identify other persons or places to contact for further information. Back-up files in the SPEC office also are available for loan to member libraries. In addition, SPEC will conduct on-demand surveys or analyses geared specifically for a single library.

EVALUATION

Kit Title/Number _____

1. Which uses did the library make of this Kit?

2. Please indicate how useful the Kit was for these purposes.

☐ Very Useful ☐ Quite Useful ☐ Somewhat Useful ☐ Not Useful

3. Do you have suggestions for this Kit or for future Kits?

(optional)

NAME _____

LIBRARY _____

PHONE _____

Please return this form to the SPEC Center, OMS/ARL, 1527 New Hampshire Ave., N.W., Washington, DC 20036

1/82

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Table of Contents

OMS

System and Procedures Exchange Center

ISSN 0160 3582

Job Analysis
in ARL Libraries
Kit #135, June 1987

TABULATED SURVEY RESULTS	.....	1
INFORMATION GATHERING		
Boston University	Guide to Completing Position Study Questionnaire, and Questionnaire.	2
Brigham Young Univ.	Harold B. Lee Library Job Description Questionnaire.	11
	Job Description Questionnaire - Staff Employees.	17
Michigan, Univ. of	Position Description Questionnaire - Professional and Administrative Positions, 1/84	22
PROGRAM DESCRIPTIONS		
Brown University	PRO/COMP: The Process, 1/83.	33
	PRO/COMP: Information about the Project on Compensation, 11/82. ...	38
	Professional Program Committee Report, 84/85.	39
Columbia University	Professional Classification Committee Report, 11/85.	40
Kentucky, Univ. of	Library Technician Reclassification, 1/85.	50
Michigan State Univ.	Classification/Compensation/ Performance Proposal Administrative, Clerical, Professional, Supervisory and Technical Positions.	62
Michigan, Univ. of	Memo to Unit Heads and P&A Staff Members re: P&A Job Study, 2/84. ..	67
	Memo to P&A Staff Members re: Update on Position Description Questionnaire, 3/84.	69
	P&A Study Final Report, 8/84.	70

POSITION CLASSIFICATIONS

British Columbia, Univ. — Examples of Bargaining Unit (A.U.C.E.) vs. Professional Tasks in Library Work, 5/84. 75

Brown University — Job Descriptions, From: Personnel Program for Librarians, 4/85. 78

Librarian Positions, From: The Assistant University Librarian Files, 2/85. 79

Columbia University — The Professional Staff Organization, From: Handbook for Librarians, 11/85. 80

Pennsylvania, Univ. — Librarian Job Series, 7/85. 89

Librarian Position Analysis Questionnaire, 7/85. 90

SELECTED READING LIST 95

Tabulated Survey Results

Systems and Procedures Exchange Center
OMS
Office of Management Studies, Association of Research Libraries
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TO: SPEC Liaisons at Selected ARL Institutions March 14, 1986

FROM: SPEC Center

RE: QUICK-SPEC on ANALYSIS OF PROFESSIONAL POSITIONS

An ARL-member library is beginning a two-year task analysis to ascertain what each of its professional positions entails, and to determine what elements are professional in nature and what ones are not. Its ultimate goal is to develop revised positions and job descriptions. One of its initial steps is to commission a SPEC survey to learn how such reviews have been handled elsewhere.

The SPEC Center has received numerous questions related to this issue over the past several months, and we expect to share results with all interested libraries. In addition to responses to the few questions below, we are especially seeking DOCUMENTS that would be useful to share related to task analysis of librarian positions. Committee minutes, goals statement, planning materials, preliminary and final reports, descriptions of study stages and procedures, descriptions of results and changes resulting from a study, new job descriptions, etc. are being requested.

Please return DOCUMENTS along with this survey form by March 31 to QUICK SPEC ON TASK ANALYSIS, Office of Management Studies/ARL, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036.

* * *

NAME OF RESPONDENT TOTAL = 71

TITLE _____ _____ PHONE _____

LIBRARY/UNIVERSITY _____

1. Has your library participated or engaged in any project or study that involves the task analysis of librarians' positions? We are interested in studies of either professional or nonprofessional positions.
   22 YES 49 NO

2. If YES to #1, did the project include comparing components of professional librarian responsibilities to those of positions with nonprofessional responsibilities?
   _____ YES _____ NO

3. Which positions were analyzed?
   3 Professional 13 Nonprofessional 6 Both

4. What was the timeframe of the project or study?
   FROM _____ TO _____

5. If your library has conducted such a project or study, but you are not able to supply documents at this time, may we call you for further information? _____ YES _____ NO

If you have COMMENTS, please feel free to write on the back of this form.

(NOTE: 39 libraries were interviewed for this Flyer and Kit.)

Information Gathering

BOSTON UNIVERSITY
OFFICE OF PERSONNEL
GUIDE TO COMPLETING POSITION STUDY QUESTIONNAIRE

This guide has been prepared to acquaint you with the Job Classification System covering non-exempt positions at Boston University. The main purposes of the job classification system are to ensure that job responsibilities and requirements are properly described, that job titles are uniformly applied, and that jobs are evaluated and graded equitably with respect to their relative contribution to the University.

The system used in determining grade levels is the point factor evaluation developed by the American Association of Industrial Management. The A.A.I.M. system considers eleven basic factors: 1) training required; 2) experience required; 3) complexity of duties; 4) supervision received; 5) responsibility for errors; 6) responsibility for contacts; 7) responsibility for confidential information; 8) mental and/or visual demand required; 9) working conditions; 10) character of supervision required; and 11) scope of supervision required.

In order to assist you in completing the Position Study Questionnaire, a brief explanation for each section of the Questionnaire is given below. Information obtained through the Questionnaire and discussions with the department supervisor and employees will be used in evaluating and establishing job levels.

If you have any questions while you are completing the Questionnaire, you can check with your supervisor or feel free to contact Marilyn Hayden, Sr. Employee Relations Officer, at Extension 3-4720.

POSITION STUDY QUESTIONNAIRE

1. Organizational/Reporting Relationships

List your immediate supervisor and any other persons who regularly assign work to you.

2. Basic Purpose or Responsibility

In a few sentences write a brief statement that describes the basic reasons or overall purpose for the existence of the job.

3. Regular Job Duties

Think about your job, possibly making notes for the next few days of all the things you do in the performance of your job. Then review your notes and list the things you do. Include the percent of time required to do it. Also consider any tasks you perform at infrequent or irregular intervals that you may have missed. List them also.

Be specific in describing the activities. If you need additional space, please feel free to continue the list on a separate sheet of paper.

4. Special Duties

Describe any assignments that occur outside of your regular job duties (i.e., control file projects, special searching assignments). These may be duties or projects that occur once or twice a year.

5. Experience

Consider the amount of time it would take an individual to acquire the ability necessary to do the job. This includes previous experience, as well as break-in time on the present job.

6. Basic Knowledge Requirements

When determining which requirements or skills are necessary to perform this job, remember that you should indicate the minimum requirements.

7. Problem Solving

Analyze the type of problems you may encounter in this position. Specify the most difficult ones and the frequency with which they may occur.

8. Errors

Based on your job duties, determine the kinds of errors which could be made and the effect these errors could have on your department and the University, as a whole. Evaluate the level of impact, whether it produces a monetary loss (approximate amount), loss of service, loss of equipment, etc. Then specify how these errors could be prevented. (For example, closer attention to detail, verification of work in succeeding operations, etc.)

9. Confidentiality

Indicate, if any, the type of confidential data you handle in the normal performance of your job; how often you handle it, and why you use it.

10. Contacts

List the contacts you must have in performing your job. Specify the reason for these contacts. (For example, telephone contact with students on a daily basis to inform or advise; face-to-face contact with faculty on a monthly basis to supply reference material; vendors, publishers, etc.)

11. Working Conditions

Consider any facets of the work surroundings which could be stressful or make it difficult to perform your job duties. (For example, numerous telephone interruptions while performing very detailed work; physical conditions such as temperature extremes, exposure to dust, poor lighting, exposure to chemicals, operation of hazardous machinery.) Indicate how frequently you are exposed to these conditions.

12. Mental/Visual/Physical Effort

In performing your regularly assigned activities, list any occasions in which you must exert any significant effort (like pushing carts, lifting boxes) and its frequency. In addition, indicate any aspects of your duties which require concentrated visual attention.

14. Responsibility for Work of Others

If you regularly assign or direct the work of other individuals, whether they are staff or students, list who they are and their titles.

A SAMPLING OF POSSIBLE JOB DUTIES FOR NON-EXEMPT LIBRARY POSITIONS

The following list is provided as a guide to assist you in identifying a number of typical tasks you might do. It is to be used as a source of reference only in completing your Position Study Questionnaire. You should describe your job in your own words.

TASK

Searches catalog files and shelves to locate information.

Issues and receives materials for circulation or for use in library.

Compiles records, sorts and shelves books and issues and receives library materials, such as books, films and phonograph records.

Inspects returned books for damage, verifies due-date, and computes and receives overdue fines.

Sorts books, publications and other items according to classification code and returns them to shelves, files or other designated storage areas.

Locates books and publications for patrons.

Files cards in catalog drawers according to filing rules.

Repairs books, using mending tape, paste and brush.

Assigns cross-indexing subject if subject matter should be filed under more than one headline.

Compiles information on library materials, such as books and periodicals, and prepares catalog cards to identify materials and to integrate information into library catalog.

Produces catalog cards through OCLC, and National Union Catalog.

Records new information, such as date of death of author and revised edition date, to amend cataloged cards.

Maintains copy machine.

Receives reserve list from faculty, locates material and places on reserve for student use.

Answers questions from patrons and makes referrrals when appropriate.

Receives and checks in serials; prepares for placement on shelves; prepares for binding where appropriate.

Monitors entrance and exits in accordance with Library access policy.

Monitors Library building to assure patrons are following Library rules.

Receives donated manuscripts and letters.

Prepares inventory for storage.

Typing routine correspondence.

Answering telephones.

Referring messages for response by others.

Maintaining budget and expenditure records.

Ordering supplies.

Paying authorized bills.

Creating correspondence.

Compiling data for reports.

Preparing guidelines for others.

Training of work-study students.

Boston University
Office of Personnel

Position Study Questionnaire

LAST NAME	FIRST NAME	MI
JOB TITLE	JOB NO	GRADE
UNIT NAME		MAIL CODE
DEPT. NAME		

INSTRUCTIONS

1. This questionnaire is designed to collect information pertinent to the tasks and responsibilities of your PRESENT job and the data you provide will be used as an aid to classify your job.

2. Read the questionnaire carefully and completely BEFORE you begin. Please answer each question thoroughly and accurately and in a manner that can be understood by someone not familiar with your job. DO NOT editorialize or generalize.

3. TYPE or PRINT all answers clearly and in ink. Use additional sheets if necessary, numbering the answer(s) to match the section you are answering, and staple them to this form.

4. Use the following as a guide to assist you:

   a. Divide your job responsibilities, including special assignments, projects or those of a non-recurring nature, into related tasks, on a separate sheet of paper, until you have them all listed.

   b. Write one brief and clear sentence describing each. Start each sentence with an Action Verb such as "Operate," "Order," "Assist," "Prepare," "Check," etc., rather than "Handle," "Carry on," etc.

   c. Indicate how the task originates, what actions or processes you engage in, what report, record or disposition is made of the completed action.

   d. In defining each task, separate according to frequency; i.e., Hourly, Daily, Weekly, Monthly, etc.

   e. Tell what tools/instruments are necessary to do THIS job; i.e., calculator, typewriter, CRT, telephone console with 10 buttons, spectrophotometer, camera, etc.

5. If a question does not apply to your job, indicate it by entering "Not Applicable" in that space. Be sure to answer ALL questions or fill in "Not Applicable."

6. Any questions you may have about completion of this form should be discussed with your supervisor.

7. Be sure to include all of the tasks your job requires you to perform, even if they have not been definitely assigned to you.

1. ORGANIZATIONAL/REPORTING RELATIONSHIPS:

	NAME	TITLE
a. My Immediate Supervisor is:		

b. People who regularly assign work to me are:

NAME	TITLE	NAME	TITLE

2. BASIC PURPOSE or RESPONSIBILITY: (Prepare a brief statement of what your job is intended to accomplish):

3. REGULAR JOB DUTIES: (List typical tasks or activities and the amount of time you spend on them in order to do your job):

	% of Time

	%

4. **SPECIAL DUTIES** (List tasks/assignments of a non-recurring nature: such as projects, special assignments, etc.):	% of Time

5. EXPERIENCE (Indicate the **Minimum** amount of Employment Training or Experience required to competently perform your job):

6. BASIC KNOWLEDGE REQUIREMENTS (Check/List **Minimum** Education, Training and/or Tools You **Need** to Do This Job):

☐ Commercial-Business Arithmetic ☐ Elementary Accounting ☐ Cost Accounting ☐ General Accounting ☐ Finance ☐ Economics ☐ Statistics

☐ Foreign Languages (List): _____

☐ Stenography @ ____ WPM ☐ Typing @ ____ WPM ☐ Dictaphone ☐ Stenotype ☐ Word Processor ☐ Data Terminal ☐ Duplicator

☐ Keypunch & Verifier ☐ Keypunch ☐ Calculator ☐ Adding Machine ☐ Bookkeeping Machine ☐ Audio-Visual Equipment

☐ Telephone Switchboard, ☐ PBX, or ☐ Console with ____ buttons ☐ Writing Copy ☐ Composing Correspondence ☐ Editing ☐ Grammar

☐ Other (List): _____

_____

☐ Computer Operation ☐ Programming (List Languages): _____

☐ Algebra ☐ Geometry ☐ Trigonometry ☐ Calculus ☐ Charts/Tables such as _____

_____

☐ Engineering/Scientific Terminology in _____ discipline(s) ☐ Reading and Interpreting Blueprints

☐ Reading and Interpreting Schematics ☐ Reading and Interpreting Sheet Metal Drafts ☐ Drafting Machine ☐ Lettering Set ☐ Graphics

☐ Laboratory/Test Procedures/Equipment (List): _____

☐ Machine Tools and Measuring Instruments (List): _____

☐ Other (List): _____

7. PROBLEM SOLVING (List examples and frequency of the most difficult problems you are required to solve in this job):

8. ERRORS (List errors you could make on your job, how they could happen or be prevented, how often they could happen and what adverse impact, if any, they could have on the University):

9. CONFIDENTIALITY (Check or List, if any, Confidential Data you work with and the frequency and reason you use it):

	DAILY	WEEKLY	MONTHLY	OTHER
a ☐ Personnel Records				
b ☐ Student Records				
c ☐ Student Financial Data				
d ☐ Wage & Salary Data				
e ☐ Unit or Dept. Budgets				

	DAILY	WEEKLY	MONTHLY	OTHER
f ☐ University Financial Records				
g ☐ Other				
h ☐ Other				
i ☐ Other				
j ☐ Other				

List Reason(s) why: _____

10. CONTACTS (Check or List who, when how often, how: i.e., Telephone, Face-to-Face, etc; and why):

	DAILY	WEEKLY	MONTHLY	OTHER
a ☐ Students				
b ☐ Deans				
c ☐ University Officers				
d ☐ Professors				
e ☐ Supervision				

	DAILY	WEEKLY	MONTHLY	OTHER
f ☐ Outside Vendors				
g ☐ Parents				
h ☐ Applicants				
i ☐ Other				
j ☐ Other				

k ☐ List reason(s) why: _____

11. WORKING CONDITIONS (List disagreeable elements, conditions or distractions, if any, that are present in your job and indicate the frequency of your exposure to them):

12. MENTAL/VISUAL/PHYSICAL effort (Indicate the effort you make to coordinate Mental/Visual/Physical capacities, how much concentration is required, and how often you are required to do so):

13. RESPONSIBILITY FOR WORK OF OTHERS (If you assign, direct or supervise others, list their Names, Titles and Grades):

NAME	TITLE	GRADE	NAME	TITLE	GRADE
a.			e.		
b.			f.		
c.			g.		
d.			h.		

14. ADDITIONAL COMMENTS:

EMPLOYEE SIGNATURE:	DATE PREPARED:

TO BE COMPLETED BY SUPERVISOR

A. The MINIMUM Education REQUIRED for a person to start in this job is: _____

B. Special Skills/Courses REQUIRED to do this job are: _____

C. The duties of this job REQUIRE previous Experience of _____ (TIME) as _____ (LIST JOB TITLES)

D. This Job DOES ☐ DOES NOT ☐ REQUIRE Special Licensing. It it does, indicate what type and how acquired: _____

E. COMMENTS:

SUPERVISOR'S NAME	SUPERVISOR'S SIGNATURE	DATE REVIEWED

DO NOT WRITE BELOW THIS LINE

(For Use of Compensation Only)

DATE RECEIVED		
	21	JOB POSITION CONTROL NO.
	10	

BRIGHAM YOUNG UNIVERSITY
HAROLD B. LEE LIBRARY
JOB DESCRIPTION QUESTIONNAIRE

GENERAL INFORMATION

Your name: Date:

Position Title:

Faculty Rank:

Department:

Division:

Title of person to whom you report directly:

POSITION PURPOSE

Make a brief statement of your job mission. What is the primary purpose of your job?

DIMENSIONS

List any significant statistics on which your job has impact.

a) Annual operating budget (or income) $_____

b) Total Payroll $_____

c) Personnel Supervised
Directly:
Faculty _____ Administrative _____ Staff _____ Part-time Student _____
Indirectly: (supervised directly by people reporting to you)
Faculty _____ Administrative _____ Staff _____ Part-time Student _____

d) People Served:

e) Volume of Activity:

f) Other Relevant Figures:

ENVIRONMENT

Make a brief statement describing the context in which the position operates. You may note how, why and when the position developed, the general nature and role of the position, circumstances influencing the position, or changes--past or anticipated.

LEVEL OF EDUCATION, SKILL, OR EXPERIENCE

What skills, abilities, type of experience or special knowledge does the position require?

DUTIES

List the functions of the position as distinguished from functions performed by those supervised. It is important to note what is done, rather than how it is done.

PROBLEMS AND CHALLENGES

Note the principal challenges encountered in your position or the kinds of problems to be solved.

DECISIONS MADE AND REFERRED

Describe by example the authority you exercise in matters relating to budgets, personnel, and technical aspects of the job. What types of problems must be referred to your supervisor?

PRINCIPAL CONTACTS

List any professional organizations in which the position participates, any library or campus committees of which the position is a member, or any other significant internal or external contacts.

MAJOR ACCOUNTABILITIES

List by order of importance three to eight major accountabilities of the position - those activities for which the "buck" stops at the position. Indicate the importance of each accountability by circling a number from 1-4. Definitions of each level of importance are as follows:

1. Somewhat Important
2. Important
3. Very Important
4. Critically Important

Major Accountabilities	Importance
1.	1 2 3 4
2.	1 2 3 4
3.	1 2 3 4
4.	1 2 3 4

Major Accountabilities	Importance
5.	1 2 3 4
6.	1 2 3 4
7.	1 2 3 4
8.	1 2 3 4

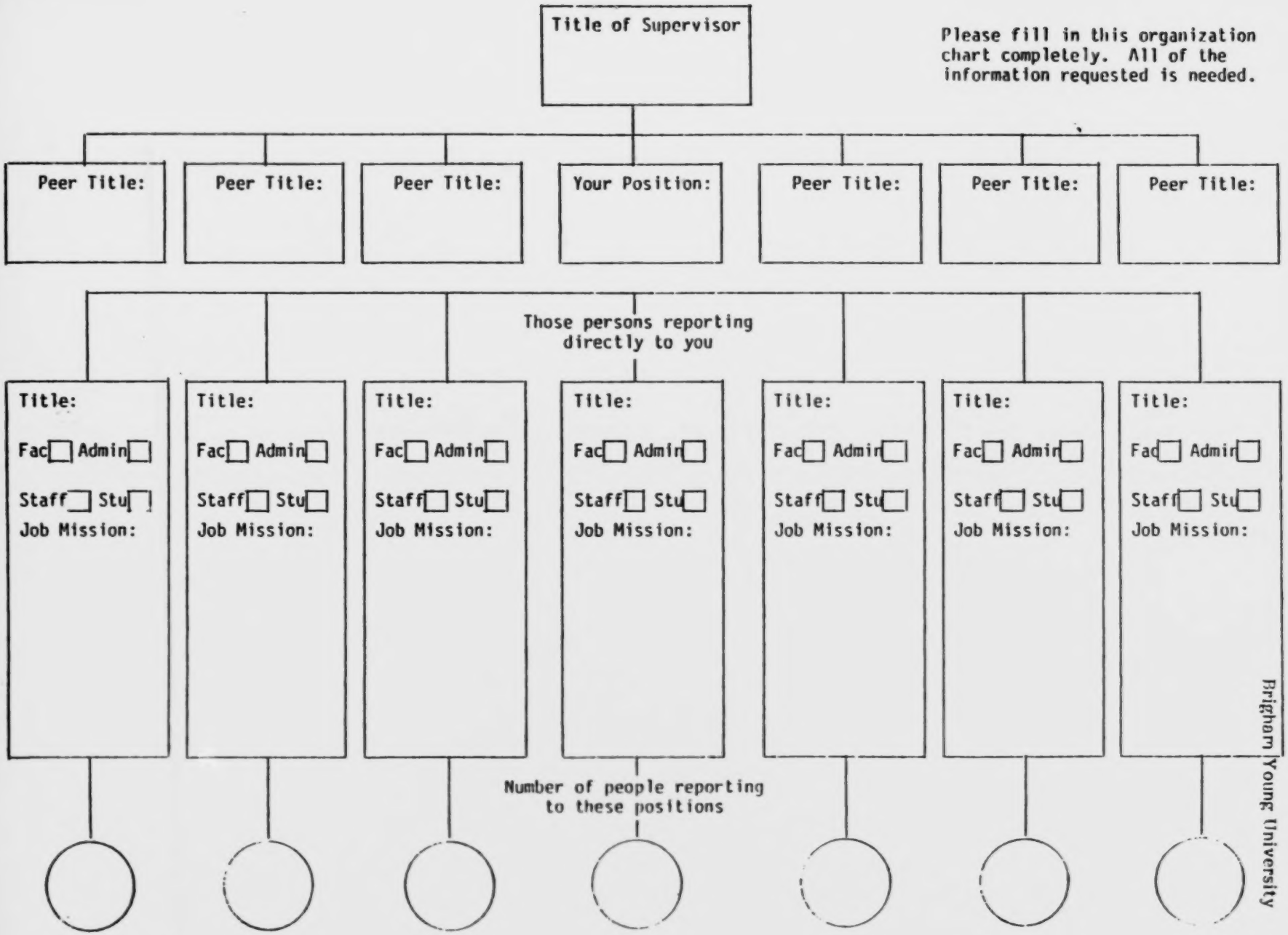
ADDITIONAL COMMENTS

Please provide any other comments you would like to help make the job better understood.

APPROVED BY:

Incumbent

Supervisor



Brigham Young University

BRIGHAM YOUNG UNIVERSITY

Date_____

JOB DESCRIPTION QUESTIONNAIRE
STAFF EMPLOYEES

Approvals:

_____
Employee

_____
Supervisor

General Information:

Employee Name: _____

Job Title: _____

Department: _____

Area or College: _____

Position Purpose:

Make a brief statement of your job mission. What is the primary purpose of your job?

Duties:

List the duties you perform in the general order of their importance (most important first). Give the approximate percent of time spent on each.

Work Assignment:

Describe how you receive your work assignments.

Your work is reviewed by your supervisor: ( ) While in progress.
( ) At completion.
( ) Only occasionally.

Problems/Challenges:

Describe the principle challenges encountered in your position or the kinds of problems to be solved.

Decisions:

What kinds of independent decisions or recommendations are you required to make on a regular basis?

What kinds of decisions do you refer to your supervisor?

Responsibilities:

Do you have responsibility for money? ( ) Yes ( ) No
If yes, indicate annual amount and explain your responsibility.

Do you have responsibility for supplies or equipment?
( ) Yes ( ) No
If yes, explain your responsibility.

Supervision of Others:

How many full-time and part-time employees do you regularly supervise and what do they do?

No. of full-time staff _____

Their duties _____

_____

No. of part-time employees _____

Their duties _____

_____

Do you have the authority to hire or fire without the approval of your supervisor? ( ) Yes ( ) No

If yes, does this include ( ) Full-time employees ( ) Part-time employees

If no, do your recommendations carry weight? ( ) Yes ( ) No

Knowledge and Skills:

What skills, knowledge, or special abilities are required for this position?

List specific equipment or machines you operate on a regular basis.

Physical Effort:

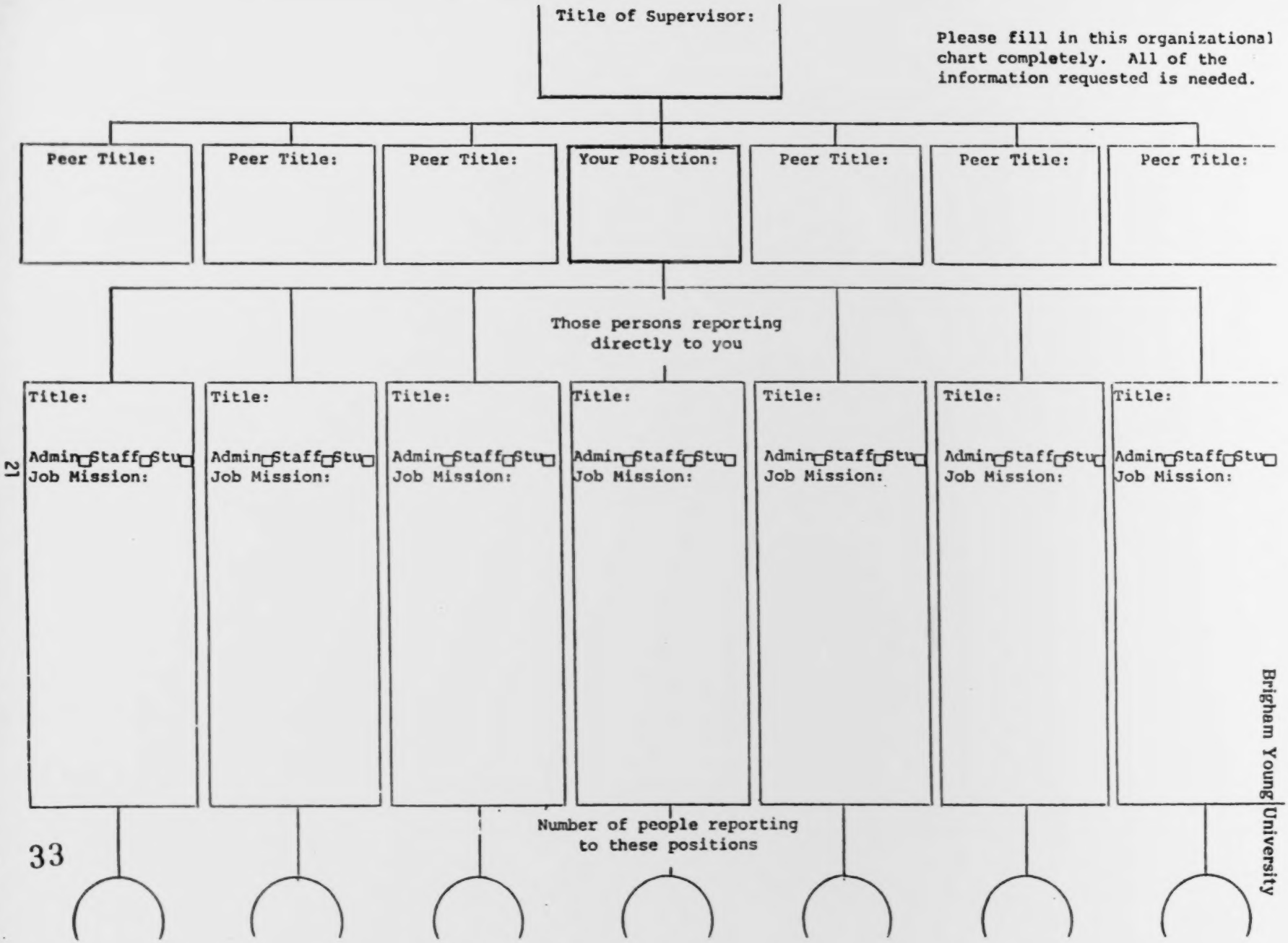
Physical Working Conditions:

Hazards:

Describe any hazards which are normally a part of your working situation.

Summary:

What do you consider to be the most important duties of this position? (Generally, two to five items.)


Title of Supervisor:
Please fill in this organizational chart completely. All of the information requested is needed.
Peer Title:
Peer Title:
Peer Title:
Your Position:
Peer Title:
Peer Title:
Peer Title:
Those persons reporting directly to you
Title:
Admin Staff Stu
Job Mission:
Number of people reporting to these positions

UNIVERSITY OF MICHIGAN LIBRARY University of Michigan

POSITION DESCRIPTION QUESTIONNAIRE

Professional and Administrative Positions

Position Data

Name_____

Current Job Classification Title_____

Division_____

Unit_____ Section_____

Work Address_____ Work Phone_____

Immediate Supervisor (person to whom you report)_____

Supervisor's Title_____ Supervisor's Phone_____

Introduction

The purpose of this study is to obtain accurate and descriptive information about the job duties currently being performed by Library P & A staff members and to identify the levels of skills, ability, and experience necessary to perform these responsibilities at the entry level.

The information obtained will be used to update classification descriptions and to determine if any Library P & A positions are inappropriately classified within the University system. This questionnaire will not be used to evaluate performance.

Instructions

1. Please look over the entire questionnaire before you begin. Each question should be answered completely and accurately. If a question is not applicable, please write "N/A".

2. In filling out the questionnaire, please print legibly in black ink or type.

3. If you have any problems in filling out the questionnaire, please contact Lucy Cohen, Administrative Assistant for Personnel Services, Library Personnel Office, 764-2546.

4. If you wish to make additional comments regarding your position, please use page 10 of this questionnaire. Please feel free to attach any other information you feel would be useful in describing your position.

5. Please complete the questionnaire and return it to your immediate supervisor. Your supervisor will review the questionnaire and add any comments or clarifications in the Supervisor's Comments Section. Completed questionnaires should be returned to the Library Personnel Office by March 30, 1984.

Position Duties

1. Summarize your basic position function in one short statement.

Examples:

- Supervises the operations of the Medical Library's Circulation Department.
- Performs simple to moderately complex original cataloging of monographs.
- Supervises the activities of the Library Payroll Office.
- Coordinates the pre-catalog searching, card production and filing within Technical Services and the Public Catalog.

2. Briefly describe the specific recurring duties which you perform in the normal course of your work. List the duties in order of their importance and indicate the average percent of time applied to each duty over the course of a year. In describing your duties, begin each phrase with a word denoting action. Be specific. . . avoid generalities such as "attend meetings", "manage people", "prepare paperwork". You may find it helpful to organize your answer on a separate sheet before completing this question.

Examples:

Duties	% of Time Applied Over a Year
• Plans, organizes, and develops training materials for support staff.	25 %
• Resolves complex serials problems.	10 %
• Identifies and corrects or refers for correction cataloging and recording problems.	40 %
• Hires, trains, and revises the work of part-time employees.	50 %
• Maintains the course reserve collection for the Fine Arts Library.	15 %
• Assigns classification numbers.	25 %

3. What special knowledge, experience, and/or skills are required for successful performance of your job duties? (Please check the appropriate boxes.)

- Knowledge of foreign language(s) ☐

  Specify language(s) required: _____

- Experience in searching data bases (DIALOG, etc.) ☐

- Experience with library automation:

  Which systems? GEAC ☐ OCLC ☐ Innovacq ☐
  RLIN ☐ Other ☐ (specify)_____

  What kind of experience? Searching only ☐
  Inputting/editing ☐
  Training other users ☐
  System implementation ☐

- Experience with other equipment (e.g., keypunch, photoduplication, etc.) ☐

  Specify equipment: _____

- Supervisory experience ☐

- Accounting/bookkeeping skills ☐

- Knowledge of the card catalog:

  Which catalog(s)? Public catalog ☐ Divisional library catalog ☐

  What kind(s) of catalog use? Searching ☐ Training others to search ☐
  Filing ☐ Training others to file ☐

- Knowledge of bibliographic tools (which?):

  National Union Catalogs ☐
  Union List of Serials, New Serial Titles ☐
  Library of Congress Subject Headings ☐
  Classification schedules ☐
  Cutter tables ☐
  Other (specify) _____

- Knowledge of particular categories of materials (which?):

  Government documents ☐ Maps ☐
  Microforms ☐ Rare books/manuscripts ☐
  Serials ☐
  Other (specify) _____

- Other special knowledge, experience, and/or skills (please specify) ☐

_____

_____

_____

_____

Duties (In Order of Importance)	% of Time Applied Over a Year

4. Does your job assignment include:

	Yes	No
Setting your individual work priorities?	☐	☐
Establishing procedures for your own work?	☐	☐

5. In what way(s) are you involved in a) setting unit priorities, b) establishing unit procedures, and/or c) establishing unit policies? (Please mark only one in each column.)

	(a) unit priorities	(b) unit procedures	(c) unit policies
Discussing/reviewing with immediate supervisor	☐	☐	☐
Advising/providing input to immediate supervisor	☐	☐	☐
Responsible for development of	☐	☐	☐

For each area (a) (b) and (c) above, please give specific examples of your involvement over the course of the past year.

_____

_____

_____

_____

_____

_____

6. In what way are you involved in the preparation of your unit's annual planning document?

Discussing/reviewing the document ☐
Advising in the preparation ☐
Developing a section of the document ☐

7. Does your immediate supervisor:

	Yes	No
Work outside your primary work area or department?	☐	☐
Regularly work a shift different from your own?	☐	☐

If you answered "Yes" to either question above, please describe briefly the outside location and/or difference in shift.

_____

_____

8. Check the one item below which most nearly descibes the amount of supervision your position normally receives: (continued on next page)

Most or all work is done under close supervision, with frequent review of both the results of the work and the manner in which the work is performed. ☐

Some work done under close supervision; most work done under general supervision with minimal emphasis on manner of performance, but close attention to results in terms of quality and quantity. ☐

8. (continued)

No work done under immediate supervision; most work done independently, with only occasional direction, and reviewed primarily on the basis of results. ☐

Work done only under general direction, with emphasis on independence of method, and with accountability only for results. ☐

Supervisory Duties

Questions 9 - 13 concern the amount and kind of supervision of other employees your position requires you to exercise. Please complete this section only if you have supervisory responsibilities (such as those described in number 9 below) for regular and/or temporary/hourly employees. If you have NO supervisory duties, please mark the box below and skip to the next section.

My position does not include supervision of other employees. ☐

9. Check each phrase that describes the kind of supervision you provide. Mark the appropriate column or columns to indicate the type(s) of employee supervised AND whether the employees supervised report to you directly or through others (indirectly).

	REGULAR		TEMPORARY/HOURLY	
	Directly	Indirectly	Directly	Indirectly
Assign work; supervise workflow	☐	☐	☐	☐
Train and instruct	☐	☐	☐	☐
Answer questions	☐	☐	☐	☐
Revise work; check work for conformance to standards	☐	☐	☐	☐
Interview; provide hiring recommendations	☐	☐	☐	☐
Make final decision on hiring	☐	☐	☐	☐
Provide input on performance to other supervisors	☐	☐	☐	☐
Make formal evaluations of performance	☐	☐	☐	☐
Counsel and/or discipline unsatisfactory staff members	☐	☐	☐	☐
Provide recommendations for termination	☐	☐	☐	☐
Make final decision for termination	☐	☐	☐	☐

10. For each type of employee you supervise (regular or temporary/hourly), please fill in: (1) the number of people who report to you directly, and the number who report to you through others (indirectly), and (2) the number of FTE (full-time equivalents) who report to you, directly and indirectly. Enter a zero if you supervise no employees in a given category.

	REGULAR		TEMPORARY/HOURLY	
	Directly	Indirectly	Directly	Indirectly
1) Number of people supervised	____	____	____	____
2) Number of FTE supervised	____	____	____	____

11. What percentage of your time is spent supervising people? _____%

12. Do any of the employees you supervise directly work outside your immediate work area or department?

Yes ☐ No ☐

If you answered "Yes" above, please describe briefly the outside location and the employee(s) involved.

_____

_____

_____

13. In this part, please list the classification(s) of the employees you supervise directly. Indicate the number of employees you supervise within each classification, and briefly summarize the employee's job duties. Be specific: if you supervise two employees in the same classification, but with different job duties, please describe the different jobs. Continue on next page if necessary.

Examples:

NUMBER	CLASSIFICATION	JOB DUTIES
2	Library Circulation Assistant I	Work at Circulation Desk: check materials in and out, process holds, calculate and collect fines, solve routine problems.
4	Student Assistants	Staff the Information Desk: answer patron questions (in person & on telephone); give directions; assist patrons in use of card catalog, Union List, etc.

NUMBER	CLASSIFICATION	JOB DUTIES

41

13. (continued)

NUMBER	CLASSIFICATION	JOB DUTIES

14. Describe the frequency and purpose of the contacts your position requires you to make with others outside your primary work unit. If there is more than one level within a category, please check the appropriate level(s).

CATEGORY/LEVEL	FREQUENCY	PURPOSE
Examples:		
Library Staff		
Clerical ☒	Daily	Answer questions
Public		
Faculty ☒	4 times/year	Get course reserve lists
Library Staff		
Clerical ☐		
Technical Library Assistant ☐		
Supervisors ☐		
Librarians ☐		
Unit Heads ☐		
Administrators ☐		
Public		
Faculty ☐		
Students ☐		
Other (specify) ☐ _____		
Vendors		
University Departments		
Staff ☐		
Supervisors ☐		
Administrators ☐		
Other (specify) ☐ _____		
Other (specify)		

General Comments

15. Since no single questionnaire can cover every aspect of a job, we encourage you to use this space to list any additional comments describing your position or any additional comments in general.

Employee's Signature _____ Date _____

When you have completed this questionnaire, please forward it to your supervisor.

Thank you for your cooperation.

SUPERVISOR'S COMMENT SECTION

It is important that you, the supervisor, review the questionnaire, since you may have a different perspective of the position being described. (For example, a person holding a position may tend to describe his or her own qualifications rather than the minimum qualifications required by the position.) DO NOT CHANGE THE INCUMBENT'S DESCRIPTION OF THE POSITION, but list your comments with reference to the appropriate question number in the incumbent's description. Please remember that this questionnaire is intended solely for the purpose of accurately describing the position in question. The information provided on the previous pages is not to be used for purposes of evaluating this individual's performance nor should your comments be addressed to this subject.

Question Number	Comment(s)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____ I agree with the incumbent's position description as written.

_____ I have discussed the above modification(s) with the incumbent and the incumbent agrees with the modification(s).

_____ I have discussed the above modification(s) with the incumbent and the incumbent disagrees with the modification(s).

Please return the questionnaire to the Library Personnel Office, 404 Hatcher Graduate Library by March 30, 1984.

Supervisor's Signature _____ Date _____

Program Descriptions

PRO/COMP: THE PROCESS

The initial step to be taken in developing a compensation program is the acquisition of full and accurate descriptions of all jobs which will be affected by the process.

Unlike many other businesses and institutions, for Brown, this process involved the entire, affected University community and was based on the nationally acclaimed Hay method of position evaluation.

Fifteen specially trained employees called job analysts were selected to help other employees provide clear and complete documentation of their positions.

Two "teams" of employees were established to conduct the actual evaluations. The members of the President's Staff composed the exempt team and eight members of the Brown community formed the non-exempt team. These two groups evaluated all non-union, non-faculty positions by analyzing each position in terms of the Hay factors — know how, problem solving, and accountability — and assigning point values to each.

Built into the evaluation process were a series of "checks and balances" which, when applied, helped to insure that Brown's job evaluations had been conducted as thoroughly as possible and further served to compare the process at Brown with those of other organizations which have used the Hay method.

When the evaluation process was completed, it was determined that a single position and salary structure which would include one continuum of 15 levels (up to the President's Staff level — levels 16, 17 and 18) encompassing both exempt and non-exempt positions would meet Brown's need to form a systematic and equitable process for compensation administration.

THE NEW SALARY STRUCTURE

One of the primary reasons for re-defining the University's compensation system was the desire to assure that a basic association between meritorious performance and salary increases exists and is reflected in a well defined, focused structure.

MARKET ANALYSIS

A crucial step in developing such a structure is determining how the organization's salaries compare with salaries in the external marketplace. Such a process is called "market analysis." When applied, this process can help insure that the salaries defined by the structure can be meaningfully compared to positions in the external marketplace by setting representative "mid-points" in the salary ranges.

This market analysis was applied to each of the three relevant markets Brown utilizes in its recruiting efforts.

Figure 1

President, Vice President Levels	National Market
Managerial, Professional and Technical Jobs	Regional Market
Support Staff	Metropolitan Providence Market

Figure I lists the relevant markets Brown utilizes in its recruiting efforts and the corresponding job categories. The salary mid-point designated for each job level is the organization's relationship to "market rates."

SALARY RANGE CONSTRUCTION

A salary range was determined for each of the levels in the new structure and will apply to all jobs within that level. The only exception to this will occur when market indicators show a substantial difference between what is paid by Brown and what is being paid to people with similar positions by competing employers. Only when these differences are significant enough to adversely affect Brown's recruiting posture will salary ranges be adjusted.

A 50% dollar spread from minimum to maximum will constitute the salary ranges through the first seven levels. Beginning with level eight, salary ranges will increase at increments of 2% per level up to a 66% spread in level 15. This incremental factor was built into the new system to recognize the substantially higher levels of responsibility, the higher potential for influencing job performance and to provide for additional salary growth in those positions that fall in the top of the structure.

Each of the salary ranges represents a 50% spread from minimum to maximum through level 7. Beginning with level 8, an additional 2% is added to the ranges as illustrated here. The "mid-point" represents Brown's stated relationship to the appropriate job market.

Figure 2

Level	Salary Range ($) Spread (%-min-max)	Min.	Salary Ranges Mid-Pt	Max.
1	50%	7,875	9,844	11,813
2	50%	8,445	10,556	12,667
3	50%	9,086	11,357	13,628
4	50%	9,869	12,336	14,803
5	50%	10,723	13,404	16,085
6	50%	11,720	14,650	17,580
7	50%	12,930	16,163	19,396
8	52%	14,089	17,899	21,709
9	54%	15,725	20,124	24,524
10	56%	17,853	23,016	28,184
11	58%	20,700	26,887	33,082
12	60%	24,497	32,050	39,613
13	62%	29,603	38,992	48,396
14	64%	36,542	48,426	60,331
15	66%	46,001	61,286	76,602
Pres' Staff Level				

SALARY GROWTH

Salary growth and recognition of employee contributions to the institution are further provided for through an annual review of Brown's salary structure and when necessary, adjustments made in the structure to maintain range midpoints representative of changes in the external market. In any event, ranges will not be adjusted more than the average salary increase budgeted for that fiscal year. During range adjustments, the percent spread between minimum and maximum will remain constant.

An employee will not be paid less than the minimum of the range in which his/her job is placed nor will employees whose salaries reach the range maximum normally receive increases beyond the range maximum. In instances where extraordinary circumstances warrant that exceptions be made, a written recommendation must be submitted by the requesting supervisor to the Personnel Staff. The request will be reviewed and a recommendation submitted to the senior administrator in whose division the position in question falls for final action.

PERFORMANCE APPRAISAL

Measuring performance is the responsibility of the immediate supervisor. It is both a sensitive and critical responsibility requiring on-going training of supervisors so that the performance appraisal tool is effectively utilized to serve the best interests of the individual department, the employee, and the University as a whole. To maximize the tool's potential, employees too, should try to better understand the processes associated with performance appraisal.

The new compensation system includes a performance appraisal process based on specific and defined standards encompassing the following components:

- joint determination of new standards and goals by both supervisors and employees
- formal performance appraisal sessions held annually to include discussion of achievement of previous goals, new goals and standards, and the means for attaining these goals
- informal mid-term appraisal 5-7 months after formal appraisal (not necessarily recorded by Personnel)
- a four-step scale for evaluation — distinguished, commendable, competent, and provisional

Figure 3

Performance Appraisal

• **Distinguished** Innovators, inventors or producers of significant positive direction or change. Quickly and easily meet all of the standards and objectives of their positions and consistently make contributions beyond the demands of the job.
• **Commendable** Meets all standards and objectives in a professional, efficient and effective manner and regularly produces results over and above those associated with or expected from the position.
• **Competent** Meets normal expectations of the position, satisfies the standards and objectives established for the position, and consistently performs in a satisfactory manner.
• **Provisional** Performance is less than adequate. Employees receiving this rating because of poor performance are not meeting the standards and objectives for the position. These employees would receive no increase.

Figure 3 shows the new performance appraisal scale and the definition assigned to each rating. These "measures of performance" provide a mechanism for the supervisor to quantify and then document the incumbent's achieved standard of performance for a particular review period.

All staff will be evaluated annually and considered for salary increases using the four-step evaluation scale. Employees receiving ratings above provisional will receive salary increases based on annual salary increase guidelines provided by the Compensation Staff.

Figure 4

Performance Appraisal Rating Scale w/sample personnel guidelines for salary increases.

	Range Placement	
Performance Rating	Below Mid-Point	Above Mid-Point
Distinguished	I - J %	K - L %
Commendable	E – F %	G - H %
Competent	A - B %	C - D %
Provisional	- 0 -	- 0 -

Figure 4 provides a sample distribution of salary increase ranges according to the performance rating received. Guidelines suggesting percentage increase ranges for a given performance level will be provided each year by personnel staff.

In Brown's new performance based compensation system, the predominant factor affecting an employee's movement through the salary range is the merit of his/her performance of job responsibilities. However, several additional factors including seniority to the extent it impacts performance, external market factors, supervisor differential and internal equity may also influence an individual's salary increase.

All salary increases will become effective July 1st of each year.

TRANSITION

To smoothly transfer from the old compensation system to the new, the first year of the new system's operation (ending June 30, 1984) has been earmarked as a transition period.

During this time frame, several components will be introduced including finalization and communication of operational policies for the new system, training for supervisors in setting job objectives and standards of performance, and a Job Evaluation Review Process for employees who wish clarification or desire re-evaluation of original PRO/COMP decisions.

This re-evaluation process will be conducted from July 1, 1983 through October 15, 1983. Informal reviews only will be conducted in the time frame July 1 to September 1. After September 1, requests for formal reviews will be entertained. After October 15, 1983, no further reviews of original PRO/COMP findings will be conducted. In any case, the decision of the Position Evaluation Review Committee will be considered final and binding.

If you would like a copy of the procedure to follow for PRO/COMP Job Evaluation Review, please contact your supervisor or a member of the Compensation Staff.

CONCLUSION

This year long process to develop and implement a new compensation system is directly attributable to the University's desire to re-emphasize and further recognize the crucial role Brown staff members play in helping the institution to meet its goals. The new system's general structure, policies and procedures reflect this objective.

The preceding pages have been designed to acquaint you with the basic tenets of this newly developed system and further, to serve as a reference source for you as we work towards the system's full implementation during this coming year.

As the year progresses, questions may arise that are beyond the scope of this brochure. To acquire this additional information, please contact your immediate supervisor. If he/she is unable to provide you with the information needed, please call the PRO/COMP Information Line (x2323) or contact the Compensation Staff directly at x3177.

Steering Committee Members

Howard Boland
Barbara Beasley
Kathy Chiararalli
Barbara Dewey
William Howe
Edwina Mays
Deborah Strauss
Dan McCarthy

Coordinating Committee Members

Lois Atwood
Katherine Cronin
Mark Curran
Judith deGroot
Florence Doksansky
Meredith Eddy
Roger Henkle
Bill Howe
Bob Kershaw
Fran McCrossan
Karen Mota
Vivianne Murphy
Tony Pelopida
Bill Risen
Nellie Russell
Dick Seaman
Elena Smith
Ernestine Whiting

Produced by the Office of Personnel for employees of Brown University.

Brown University

November, 1982

PRO/COMP

Information about the Project on Compensation

Earlier this month a series of open meetings was held to introduce the University's Project on Compensation (Pro/Comp) which covers all non- union, non-faculty positions. The Project involves several phases:

Job Documentation - with the assistance of co-workers who have been trained as job analysts, employees will complete Position Content Documents to describe their jobs.

Job Evaluation - evaluation teams will then apply the quantitative methodology to determine the point values of positions.

Internal Comparisons - using statistical analysis, the point totals assigned to positions are reviewed for consistency and to determine natural groupings.

Non-Cash Compensation Analysis - the value of the fringe benefit package and paid time off is determined.

Market Comparisons - the University's compensation rates (salary and benefits) are compared to the appropriate markets to determine our relation to market as an aid to management planning

Salary Program Design - salary structures (levels, hiring ranges) are designed, and policies for salary increases are determined.

The results of Pro/Comp will be implemented on July 1, 1983.

Many questions were asked by the 250 participants in these sessions. We thought it would be valuable to share some of these questions.

PROFESSIONAL PROGRAM COMMITTEE REPORT
1984/1985

In 1983 the Library completed its Professional Program for Librarians and requested approval from the University to implement it. This program is a two track system which gives librarians promotion opportunities in either the administrative or the professional track. In 1984 the University put in place its own new personnel system which changed the numbers of salary levels and hence the way in which the Library's Program related to it. The Library's program has been adjusted to fit the University's system without changing the two track philosophy. As of April 1985, approval to implement the new Professional Program for Librarians has been received from the Provost's Office, the Personnel Office and the President's Office. This system ties its ranks to those of the University's Compensation ranges. Implementation of the program involved raising some salaries to the minimum levels for their new ranges; this was done as of April 1. A meeting was held with the professional staff to announce its implementation to them. Many thanks go to last year's Professional Program Committee, which was led by Fred Lynden and included Marguerite Horn and Steve E. Thompson, for all of the work they did to integrate the Library and Personnel systems.

According to its charge, the Professional Program Committee has reviewed requests for changes in job descriptions. Also in line with a recommendation from the Public Services Self Study, the Committee has been reviewing and changing job descriptions for all of the professional staff in an effort to establish consistency, accuracy, and completeness. The Committee has reviewed and established new qualification statements where necessary; and has requested staff to complete Position Content Documents where they were missing. At present, the Committee has reviewed the Assistant University Librarians and the Department Heads positions. Although this is a time consuming task, it has been been valuable for the Library to have these documents as up-to-date as possible.

The Professional Program Committee has completed a draft of an Orientation Program for Professional Staff. The Committee decided that the new librarians who came on the staff needed more information than was currently being provided through the departmental orientations. Hence, a formal list of guidelines was designed for supervisors to follow; this will be discussed in the coming months and put in place as soon as it is formally approved.

Members:

Dominique Coulombe
Gloria Hagberg
Eilleen Hardy
Betsy Peck
Carol Tatian
Florence Doksansky, chair

COLUMBIA UNIVERSITY LIBRARIES

Professional Classification Committee

REPORT

November 8, 1985

BACKGROUND

The second element of the Two-Track System of Professional Ranks and Position Categories is the administrative classification scheme for positions held by Officers of the Columbia University Libraries. This scheme was implemented in 1973-74 after several years of study by a staff committee. Since the implementation of the system, many changes have occurred in the management and operation of the Libraries, and it was generally agreed that a thorough review of the classification scheme was needed. Therefore, in the summer of 1983, the University Librarian appointed a new Professional Classification Committee (PCC), with representation from key functional areas, charged with the following responsibilities:

- To review the structure of the System of Professional Position Categories;
- To review the criteria and guidelines for implementation;
- To review the mechanism for appeals;
- And to recommend appropriate changes and modifications.

In fulfilling its charge, the PCC was asked to follow certain basic assumptions:

- PC I is the appropriate classification for most reference, cataloging, and bibliographic positions;
- PC V is the appropriate classification for Assistant Director and Assistant University Librarian positions;
- The Exempt Category is the appropriate classification for the positions of Directors and Librarians of the Distinctive Collections;
- And six Position Categories (i.e., five PC's, plus Exempt) are sufficient to reflect the range of responsibilities in the University Libraries.

PCC REPORT - 11/8/85

FUNCTION OF OFFICERS OF THE LIBRARIES

Officers of the Libraries are responsible for library operations and for the character and quality of the collections, bibliographic systems, and service programs. A statement establishing the authority and responsibilities of the University Librarian and Officers of the Libraries is provided in Chapter IX of the **University Statutes**, and the administrative plan established to carry out those responsibilities is described in detail in **The Administrative Organization of the Libraries of Columbia University** (1975, currently under revision).

The Statutes chapter underscores the relationship between the University Libraries and the academic programs of the University and reaffirms the traditional Columbia view that Officers of the Libraries, a distinct group within the University, are allied with the several faculties in accomplishing instructional and research objectives.

The general outline of professional staff organization for Officers of the Libraries at Columbia includes two parallel elements, which were implemented in 1973-74: a) a system of position categories and b) a system of professional ranks. This Two-Track System has proved to be a sound basis for upgrading professional positions, encouraging higher standards of performance, recognizing contributions of librarians not in management positions, and identifying ways for Columbia's librarians to contribute even more effectively than they had in the past to the academic purposes of the University.

In a time of massive technological change, increased user demands, and limited resources, it is essential that efforts be undertaken to insure that human resources in the University Libraries are allocated effectively. This is being accomplished, first, by the creation of a Paralibrarian Classification Scheme, and, second, by an assessment of the System of Professional Position Categories.

The library profession has given increased attention to the education, training, and function of research librarians as a result of the technological revolution of the past ten years. Allen Veaner's series, "1985-1995: The Next Decade in Academic Librarianship" (**College & Research Libraries**, June and July 1985), stresses the need for new knowledge, skills, and attitudes, as well as the recognition that academic and research librarians have shifted heavily from production to management, a phenomenon recognized at Columbia in the early 1970's when the Two-Track System was developed and implemented.

PCC REPORT - 11/8/85

METHODOLOGY

In undertaking its assignment, the PCC asked all Officers of the Libraries to submit new job descriptions. Before the job descriptions were submitted to the PCC, they were reviewed by the appropriate administrative officers to insure consistency in the description of functions. A new form was devised for this purpose, which included instructions and examples. In a number of instances, the PCC requested additional information or asked that job descriptions be rewritten to clarify certain functions or responsibilities. When necessary, members of the PCC met with administrators to clarify matters.

Prior to beginning the review and analysis of the job descriptions, the PCC considered a variety of factors or principles that seemed relevant in distinguishing levels of responsibility. These included, for example, the size and composition of staff supervised, the nature and extent of fiscal responsibilities, and the responsibility for planning, developing, and implementing various types of programs or services. A subcommittee system was adopted to review and analyze categories of positions. The subcommittees began by ranking positions in categories or clusters based on various similarities and differences. The recommendations of the subcommittees were submitted to the full committee to determine if there was agreement on the analysis and to insure that criteria were consistently appplied.

The review process required a consideration of elements of administrative responsibility which could be deemed sufficient justification for recommending distinctions in an administrative-based classification scheme. The PCC understood early in the process that there would be a range of responsibilities in any one Position Category, as well as levels of responsibility for various functions. **The Administrative Organization of the Libraries of Columbia University** (1975, currently under revision) proved to be a valuable aid in reaching a consensus on the functions of positions and the levels of responsibility reflected in the organization of the Columbia University Libraries.

The effect on position classification of the level and extent of certain specialized skills was given consideration. For example, foreign language and subject expertise is especially important for positions of bibliographers and catalogers. The description written for the implementation of the System of Professional Position Categories that originally appeared in the **Handbook** for

PCC REPORT - 11/8/85

METHODOLOGY (cont.)

Librarians implied that the complexity of the skills required for a position was a factor in position classification. This is not the case in an administrative-based classification, which assumes that all professional positions require a variety of skills. The System of Professional Ranks provides means for recognizing existing skills, as well as the development and refinement of skills and academic or professional degrees obtained or in progress.

P R I N C I P L E S

The final bases for assessing positions involved four principles. Each principle has a number of levels, based on the nature and degree of administrative responsibility within the context of the goals and objectives of the University library system. Some principles carry more weight than others.

Principle A: Library Program Relations (LPR). In fulfilling the responsibilities for supporting the research and instructional needs of the University, Officers of the Libraries are engaged in a variety of dealings with a wide range of individuals both within and outside of Columbia.

These dealings include **reference** (all forms - bibliographic instruction, consultations, etc.), **collection development** (both within and outside of the University), **administrative** (within and outside the University, involving support for library services and funding), **cooperative relations** (formal and informal with other institutions, networks, etc.), **grants and gifts** (foundations, government agencies, etc.); **negotiations** (vendors, unions, networks, etc.).

The categories of persons dealt with on library service program matters include: **intralibrary:** staff (students, union and non-union supporting staff), librarian colleagues; **extralibrary:** counterparts at other libraries, Metro, NYSILL, RLG, etc.; **intrainstitutional:** University administration, University Senate, faculty (including departments of instruction, schools, and institutes), students (graduate and undergraduate), alumni; **extrainstitutional:** foundations, government agencies, vendors, libraries, associations, etc.

Since we have an administrative-based classification scheme, the levels of measurement for this principle are based on the nature and degree of administrative responsibility for LPR. The variety and scope of such responsibilities, not the percentage of time spent on such activities, are the significant factors in determining the levels of measurement outlined below.

PCC REPORT - 11/8/85

PRINCIPLE A (cont.)

The five levels of measurement for this principle have the following characteristics:

Basic: It is understood that all professionals have some responsibility in this area.

Routine: Responsibility at this level may range from informational to instructing faculty, students, and others on the impact of CLIO on research and instruction. This level generally includes participation in the development and implementation of policies and programs and seeking solutions to problems outside one's functional unit. **Examples:** In public services, this would include data base services, instructional programs, reference service, and dealing with user complaints and suggestions. In resources and technical services, this would include interface with faculty and vendors.

Moderate: This level implies functional responsibility that includes the interpretation of library policies and practices to one or more distinct academic components of the University and to various extrainstitutional agencies. At this level, exceptions may be made to policies and procedures following consultation with appropriate administrators. Responsibility at this level also implies responsibility for resolving problems relating to major library program objectives. **Examples:** In public services, this would involve dealing with academic departments, institutes, or schools, other libraries, and outside agencies such as NYSILL and Metro and, for example, having the authority to make exceptions to lending policies. In resources and technical services, this would include interacting with services staff and, for example, making exceptions to processing priorities or acquisitions (i.e., ordering) procedures.

Considerable: This level implies responsibility for a highly diverse number of academic components or for staff functions with system-wide impact. **Examples:** In public service areas, this would include a variety of contacts and mechanisms to insure effective instructional programs; in resources, to insure effective collection development strategies; in technical service areas, to insure effective and timely processing; and in staff areas, to insure effective support of library needs and objectives.

High: This involves the highest level of responsibility and accountability for major administrative components of the library system. The positions of the Group Directors operate

PRINCIPLE A (cont.)

at this level in three broad areas (services, resources, and technical services) and have system-wide responsibility for achieving library objectives and priorities. The positions of the Librarians of the Distinctive Collections do not carry system-wide responsibility, but they have a comparable level of responsibility because of a combination of factors: the depth and national significance of the collections; fund raising responsibilities; special processing needs or constraints; a high degree of responsibility for services, resources, and processing activities; and preservation considerations.

Principle B: Size and Composition of Staff; Complexity and Variety of Functions Performed by Staff. The size and composition of staff (excluding student assistants), taken together with the complexity and variety of tasks and functions performed by this staff, must be considered important in the determination of classification in an administrative-based scheme. It must be emphasized, however, that these factors are not the sole requirements for any specific classification.

Size and composition of staff may be defined as the number and classification of staff members supervised by the incumbent. Complexity and variety of functions and/or tasks (the former usually are performed by professionals, the latter by non-professionals) encompass those performed by persons supervised by the incumbent. Supervision of staff may be direct or indirect; supervision includes all staff in the chain of command.

There are six levels of measurement which comprise the scale for this principle:

None: This level implies that no full-time staff are supervised by the position. Supervision of student staff (General Assistants) may be performed, as may some shared assigning, revising and training (ARTing) of full-time staff.

Basic: Staff supervised at this level is small, performs relatively simple tasks, and is usually, but not necessarily, non-professional. Positions which supervise slightly larger staffs whose members perform similar and relatively simple tasks are also considered to be at this level.

Routine: This level includes positions which supervise larger staffs doing similar but more complex tasks/functions or a greater variety of simple tasks than at the basic level. Supervision of professionals is generally included at this

PRINCIPLE B (cont.)

level. Positions at this level generally supervise staff directly.

Moderate: This level includes positions which supervise larger staffs performing a wide variety of simple and complex tasks/functions. Positions at this level may supervise staff directly or indirectly.

Considerable: Positions at this level are responsible for a staff performing a wide variety and number of complex tasks/functions and in a number of administrative units. Typically, Assistant Directors with responsibility for a number of units operate at this level.

High: This involves the highest level of responsibility and accountability for large, multi-layered staffs performing complex operations. The Group Directors and the Librarians of most Distinctive Collections operate at this level.

Principle C: **Fiscal responsibility/accountability.** Fiscal responsibility/accountability has four components, which are, in increasing order of importance: a) **control of income** (e.g., responsibility for receiving funds from the sale of reproduction rights); b) **budget or salary setting** (e.g., recommendations for annual salary merit ratings; recommendations for resource funds expenditures system-wide); c) **control of a budget** (e.g., responsibility for expenditure of funds allocated to specific accounts, such as resources, recruitment, administrative expenses); and d) **control of expenditures** (e.g., responsibility for invoice paying and check authorizing activities in an acquisitions unit).

In each of these areas, the level of responsibility and authority, as well as the dollar amount involved, can be categorized as:

None: Positions at this level have no direct fiscal responsibilities.

Basic: Positions at this level have first-line responsibility for monitoring relatively small budgets, handling relatively small sums in income (e.g., data base searching receipts, fines receipts), or making a small number of salary recommendations.

Routine: Fiscal responsibility/accountability at this level is usually first-line and may include monitoring larger budgets, accounting for larger sums of income, issuing payments for relatively small sums, or making salary

PRINCIPLE C (cont.)

recommendations for a larger group of staff. Positions at this level may be responsible for more than one fiscal activity.

Moderate: Positions at this level have larger scopes of fiscal responsibility and accountability, usually in more than one component of this principle. Responsibility may include supervising first-line fiscal functions.

Considerable: A wider range of responsibilities and accountability for a large and/or complex set of fiscal activities is held by positions at this level. Typically, Assistant Directors and some Assistant University Librarians are at this level.

High: Positions at this level hold the highest level of responsibility and accountability for fiscal activities. Generally such responsibility is for a large and complex unit (e.g., a Distinctive Collection) or is system-wide (e.g., Group Directors, Assistant University Librarian for Planning).

Principle D: Planning, Developing, Implementing, and/or Coordinating Policies, Programs, and/or Services. This principle pertains to the process involved in assessing the role of the Libraries within the University and the scholarly research environment and effecting the necessary plans for programs or services to meet the current and future needs of this constituency. All Officers of the Libraries participate in the process at different levels. Therefore, the level of involvement in and the degree of responsibility for these activities are important considerations in the determination of position classification in an administrative-based scheme.

Principle D has four components which are, in increasing order of importance: a) **participating** in reviewing programs or services and **executing** or **interpreting** policies, programs, or services which have been formulated and/or established; b) **establishing procedures** for implementing and coordinating such activities; c) **implementing** and **coordinating** such programs or services within established policies; and d) **planning** and developing programs or services and establishing attendant policies.

In each of these areas, the level of responsibility and authority can be categorized as:

PCC REPORT - 11/8/85

PRINCIPLE D (cont.)

Minimal: It is understood that all professional staff members have some involvement in and responsibility for the types of activities found in this principle.

Basic: Positions at this level have first-line responsibility for assessing programs and services in light of the Libraries's objectives and user needs and satisfaction and for relating such findings to recommendations for enhancing programs or services. Positions at this level may initiate and monitor policies and procedures.

Routine: Positions at this level are responsible for library programs in small to medium-sized units and for services for one or more distinct academic components of the University. Positions at this level have responsibility for initiating and monitoring policies and procedures for programs and services. Responsibilities may also include program/service development.

Moderate: Positions at this level have responsibility for the development and implementation of programs and services in relatively large or small units with system-wide impact. At this level positions usually have responsibility for coordinating various aspects of library programs/services.

Considerable: These positions are heavily involved in the development, implementation, and coordination of activities in various functional areas or in large multi-unit administrative components.

High: These positions hold the highest level of responsibility and accountability for planning and developing programs and services and establishing appropriate policies system-wide or for a Distinctive Collection.

APPLICATION OF PRINCIPLES

In applying the principles, the PCC considered: a) the relevance of each principle to administrative and managerial responsibilities and b) the level of responsibility for the function. Within the context of this framework, the PCC concluded that Principle D had a higher degree of relevance than Principles B and C, which were considered of equal relevance, and Principle A ranked below Principles B and C. This enabled the PCC both to identify a range of responsibility for each Position Category and to identify positions which might need further review and analysis to determine if reclassification was justified.

PCC REPORT - 11/8/85

RECONSTITUTION OF POSITIONS

The PCC then reviewed the content of positions to determine if any required reconstitution or enrichment or would be more appropriately classified in either the SCATS or the Paralibrarian Classification Schemes. This was considered necessary because of the many changes that have occurred in the management and operation of the Libraries during the past 10 years. Only a few such positions were identified and recommendations made for appropriate administrative action.

Library Technician Reclassification

In spring 1982, all Library Technician jobs were evaluated as part of University Personnel's campus-wide job reclassification program. When the final results were given to the Library, we were extremely disappointed with the outcome. Many of our most skilled positions which require extensive training and a sound theoretical knowledge of the library principles involved in that work were lower on the scale than jobs which we consider to require less skill. I think this situation resulted from two major flaws in the evaluation process: (1) the jobs were evaluated against general clerical criteria which do not reflect the specialized skills needed for library work and (2) some of the people doing the review were not familiar with libraries. This latter problem was compounded by the fact that in many cases the person evaluating the positions did not talk to the department head and no one ever talked with the Director of Libraries or any of his immediate staff.

The Library's dissatisfaction, then, is not with one or two jobs which we feel were given the wrong grade level but is an overall dissatisfaction with a job hierarchy that does not reflect our values. We therefore decided to initiate our own job reclassification plan. A committee was formed with the charge to (1) devise a criteria that reflects a hierarchy of library job skills and (2) evaluate and rank all Library Technician jobs by using this new criteria. The committee was chaired by the Ast. Director for Administrative Services who handles all our personnel work and composed of the department heads of Reference, Cataloging, Circulation, Acquisitions and Collection Development. The Asst. Director of the Medical Center Library also sat with the committee and the Medical Center jobs were included in the review process.

This review covers only those positions in the Library belonging to the Library Technician series; library jobs in other series (account clerk, clerical assistants, etc.) were excluded. However, some jobs not in the LT series which the committee felt should be were included and some LT jobs that more appropriately belong in other series were omitted.

The committee spent the first four months meeting on a weekly basis to establish a criteria for evaluation. Basically, it was decided that job knowledge was the most valued aspect of library work. The knowledge scale of 400 points (see Appendix C) was subdivided into five scales (reference, circulation, cataloging, acuqisitions and collection development) so that each job could be evaluated against a very specific, relevant criteria by a specialized person in that field. Other criteria which cut across all jobs were supervision (200 points), responsibility (200) and contacts (100.). The committee originally also considered stress, but in working with that factor decided to discard it as it was too subjective. It is very important to note that the committee felt strongly that responsibility does not necessarily mean supervision; so the two apsects were separated. In addition to these four criteria, the committee also made a separate section to reflect type of background required for the job (foreign language, related subject B.A or M.A., etc.), the time to learn the job and the potential for continued growth in the job. During the process of establishing this criteria, the committee met with the Director's Office staff and then held an open meeting for the department heads to review a draft of their work. Suggestions from these meetings were incorporated into the final document.

The committee also devised a new job classification form which was completed by the employee and/or the department head. The committee did some practice interviews; and then each job was reviewed on-site and each department head interviewed by the committee member most familiar with the type of library work involved. When a job involved more than one area of knowledge, the appropriate committee members

met to arrive at a mutually agreed upon ranking.

After the job evaluations were completed, a compilation of rankings by total points and by individual categories was made. The committee then met as a whole to review and revise the rankings so that the final result was as consistent as possible.

At this point, we are asking Personnel to meet with us to discuss and implement the following recommendations:

1. Establish a separate evaluation criteria for library jobs that reflects the relative value of library skills to the library system.

2. Re-evaluate Library Technician jobs against the new criteria.

We would recommend having six levels in the technician series, each level reflecting a 100 point interval with the last two intervals (700-800) forming one level. The positions above 800 would be gradually phased out and replaced by entry level librarian positions as people retire.

3. Discuss where on the University grade scale our positions belong given the level of work to be done and the experience/background required.

Based on the level of work and the charts in Appendix B, the gaps in the grade scale between levels should not be equal. One possibility would be to space the levels as follows:

Univ. Grade	Library Technician Level
A**	LT I (200 points)
B	
C	LT II (300 points)
D	
E	
F	LT III (400 points)
G	
H	
I	
J	LT IV (500 points)
K	
L	
M	LT V (600 points)
N	
O	LT VI (700-800 points)

** Starting the LT I at grade A does not necessarily imply starting the level at the bottom of the grade scale; this list reflects relative position only.

One special problem the Library needs to address is the compensation of people with related subject backgrounds in those branch library positions where a B.A. or M.A. in the field directly affects the level at which the person performs the job. For example, a person the the Music Library with a B.A. or M.A. in music can immediately

handle reference questions that someone without a music background could not. While for this reason we prefer to hire people with a related background, often it this is not possible. Therefore, we need to create a system which is flexible enough to allow us to meet our hiring needs yet compensates people when they do perform higher level reference duties. One way to do this could be to allow people with a B.A. or M.A. in that specific subject field to be hired in at one or two grades above the assigned grade.

4. Discuss step adjustments for those jobs which have an esentially continuous learning curve.

We realize that as part of the University the Library needs to work within the overall job structure. However, the Library is large enough that the University system should be able to accomodate our special employment needs.

Appendix B

I. Time to learn the job

	0-6 mos.	7-12 mos	13-18 mos	19mos.+
(6)	4	2		
(16)	8	8		
(20)	11	8	1	
(28)	7	18		3
(7)		4	1	2
(3)				3
(1)				1

II. Background required for filling position

	Some related experience, not necessarily library	specific subject or specific skill or library work	prior librar experience
(6)	5	1	
(16)	11	5	
(20)	9	10	1
(28)	9	14	5
(7)	1	2	4
(3)			3
(1)			1

III. Growth (point at which the learning curve tends to flatten)

	6-12 mos.	13-24 mos.	25 mos.+
(6)	5	1	
(16)	9	7	
(20)	3	16	1
(28)	5	19	4
(7)		3	4
(3)			3
(1)			1

Appendix C

Job Evaluation Criteria

I.	Job Knowledge	400 points
	1. Cataloging	
	2. Acquisitions	
	3. Reference	
	4. Collection Development	
	5. Circulation	
II.	Responsibility	200 points
III.	Supervision	200 points
IV.	Contacts	100 points

Job Knowledge for Cataloging

400	In-depth knowledge of cataloging and classification of monographs and/or serials, including familiarity with OCLC/SOLINET, the Dewey and LC classifications, standard bibliographical tools and foreign language expertise. Work is not subject to revision and there are few, if any, built-in checks.
300	Knowledge of on-line cataloging, including editing and inputting; and/or knowledge of serials record keeping. Familiarity with archival tape. Ability to recognize problems with both monographs and serials and to have reasonable expertise in solving them. Ability to identify title changes, supercessions, mergers, absorptions, cessations and changes in publishing patterns.
200	Knowledge of catalog maintenance and/or bindery operations. Ability to direct the interaction of either of these operations with appropriate departments in main library or with branch and associate libraries. Rudimentary cataloging skills to include on-line cataloging inputting and editing.
100	Knowledge of filing rules, labeling. Ability to recognize problems in card catalog. For example, when does a catalog card represent an edition, a copy or a reprint?

Job Knowledge Acquisitions

400 Has high level knowledge of and first hand experience in ordering and receiving through a wide variety and level of publishers and book dealers. Has a high level of understanding of bibliographic searching and verification and has extensive interaction with both areas; has high level understanding of policies and procedures of cataloging and collection development. Is knowledgeable about and can interpret the main departmental files. Foreign language expertise extremely useful.

50 Has excellent command of the online and manual tools, files and procedures of their area (unit, branch, etc.). Can interact with cataloging and collection development when necessary.
Has knowledge of serial record keeping and is responsible for identifying title changes, supercessions, mergers, absorptions, cessations and changes in publishing patterns. Can recognize problems with both monographs and serials and has reasonable expertise in solving them. Handles unusual problems with orders and non-standard responses to vendors; handles elaborate receiving records such as standing orders/sets or approval plans. Contact with vendors through ordering; manages follow up correspondence.

Chooses among or matches predetermined vendors with particular orde interprets supplied information on recommendation forms (title/author/ISBD/ publisher/ series/other -price breaks, notification); handles routine claims, cancelations, bibliographic checking, routing of materials; receives routine books, and serial parts with their inovices; retrieves/files materials in established departmental files (without imput); online: usually searching only. uses bibliograhic tools by explicit instruction, matching needed item with data in file.

Job Knowledge - Reference

400 Has the knowledge to provide a full range of reference services to users of the department or library. Such services may include answering not only directional and routine information requests but also more complex questions utilizing specialized, computerized, or foreign language reference sources; may give tours of the library and individual or group instruction in use of reference materials; may assist in using the card catalog or other library record files and interpret information found there may contribute substantially to the content of bibliographies and guides to the collection; may interpret library policies to users.

300 Has the knowledge to provide basic reference services to users of the department or library. Such services may include giving directional assistance, answering routine information requests using standard reference sources, giving individual instruction in the use of these standard sources, assisting in the use of the card catalog or other library record files and interpretation of the information found there, and interpreting library policy to users.

150 Has the knowledge to provide directional and locational services to users of the department or library, assist in the use of the card catalog or other library record files, and interpret library policy to users.

Job Knowledge
Collection Development

400 Collection development responsibility for assigned subject area(s). Responsible for selecting monographs and monitoring serials in relation to the collection development policies of the library system and within an assigned budget. Successful job performance necessitates subject expertise, often including command of a foreign language, in order to select materials, interact with faculty and students and to monitor new developments and changes in interest and research trends within the subject area. Person has general knowledge of cataloging implications of selection as well as an understanding of acquisitions procedures and book trade. Person has input into library system collection policies, procedures and allocation of book funds.

250 Under direction of person in charge of subject area, person provides collection development for a subsection of subject area, such as gifts and exchange, textbook collection, etc. Has some knowledge of subject field, but overall responsibility for budget and collection development rests with next higher level.

100 Not directly responsible for selection, but facilitates collection development activities through monitoring and interpretation of budget information, bibliographic verification, routing of materials, and interfacing with cataloging, acquisitions and/or book trade.

Job knowledge
Circulation

400 Full knowledge about general library policy and procedures such as loan periods for each borrower, overdues/delinquencies, search and recalls, reserve, etc. Specific job knowledge would also include the ability to distinquish between and utilize various classification systems. Must have knowledge of general administrative and physical organization of the main and branch libraries and familiarity with the functions of various public services, technical services and branch units in the system.

200 Knowledgeable about general library policy and procedures.

Responsibility

Within the overall goals and objectives of the organization, the extent to which the person is expected to exercise judgement in carrying out the assigned tasks and the magnitude of the end result on the various levels of the library system.

)0 There is a relative amount of decison making for which person relies on own judgement rather than on guidelines and procedures. Person expected to be able to take calculated risks and do what is expedient in a given situation, expected to handle the assessment of unusual circumstances and to often act as the final resource in a situation or decision. The impact of the end result of their work is system-wide.

;0 Responsibility level of a second person in a two-person branch.

;5 Person has some latitude to deviate from standard guidelines and procedures which govern various aspects of work. Person consults with supervisor on large problems or procedural changes, but operates fairly independently over a period of time. The impact of the end result of their work determines the effectiveness of that segment of library work or service.

75 Person performs job in line with established procedures and guidelines, although there may be some situations in which judgement is involved. Changes in procedures or guidelines are first checked with supervisor. The impact of the end result affects a given situation/person or the next level to which the work is pass

Supervision

The accomplishment of assigned tasks through the management of others.

200	Supervision of 6 or more staff members
150	3-5 staff or 30+ students
125	15 - 30 students Second person in branch
100	9 - 14 students
75	1- 2 staff 5-8 students
50	1 - 4 students

Contacts

100	Responsible for representing an identifiable segment of library work or service to people outside the library system. These people may be an identifialbe clientel or other libraries/agencies with whom the library deals. The contacts are often negotiation or decision making contacts.
70	Responsible for representing an identifiable segment of library work or service to individual users; internal contacts may be of the consulting nature or may involve problem solving between this person's work and other units. Contacts are basically to coordinate or advise.
40	Shares responsibility with others for representing that unit through patron contacts; in terms of internal contacts, may answer routine questions from other staff or units. Contacts are basically for the exchange or clarification of facts or information.
0	Has minimal contact with other staff or with public.

CLASSIFICATION/COMPENSATION/PERFORMANCE APPRAISAL PROPOSAL
ADMINISTRATIVE, CLERICAL, PROFESSIONAL, SUPERVISORY AND TECHNICAL POSITIONS

Background

The Clerical-Technical Union and the University entered into a two and one half year collective bargaining agreement, effective October 1, 1983, which contained an agreement to conduct a classification study of the clerical-technical bargaining unit and administrative-professional employee positions.

Specifications were prepared requesting proposals from consulting firms who might conduct a study covering not only clerical and technical but administrative, professional and supervisory employees as well. Objection was raised to selection of a consultant until it was clear which of the classification groups were to be included in the study and what the relationship of their representative would be to the study. The University took the position that no union had jurisdiction to direct or participate in a study of positions outside their own bargaining unit. The matter led to a filing for arbitration by the CT Union. The award (on June 21, 1985) directed the University to proceed immediately with an independent consulting firm to study classifications of clerical, technical, administrative, supervisory and professional positions. Further, the University was ordered to assume all costs for the study exceeding $62,500, an amount which the Clerical-Technical Union is required to pay.

Request for Proposal and Vendor Selection

By January 10, 1984, a Request For Proposal (RFP) had been sent to approximately 29 consulting firms. This RFP was drawn by University administrators and received input from members of the Executive Advisory Committee. Following receipt of the proposals, meetings were held between CTU and University representatives to narrow the list. Three (3) firms were invited to campus on two (2) different occasions to make presentations concerning their proposals. As a result a decision has now been made to contract with Peat, Marwick, Mitchell and Company.

Study Content

The RFP contained the following primary areas of focus:

1. "recommend changes to update its [University's] non-academic classification system, performance evaluation and salary administration plans"

2. "improve these systems to assist in attracting and retaining the most qualified staff possible in the market area and within resources available"

3. "recognize the [bargaining] unit boundaries so that positions are placed in the appropriate units"

4. a. "provide [consulting firm] a trained study team to develop position questionnaires, designate benchmark positions, perform audits, write and/or revise classifications and recommend assignment of positions to classification levels"

   b. "work with a classification study committee comprised of management and union representatives"

5. a. "identification of appropriate recruiting markets"

   b. "recommend the appropriate relationship to these recruiting markets"

   c. "recommend employers most suitable for comparisons"

   d. "survey of the agreed upon markets"

6. "offer a plan for task based performance evaluations which will also be used to update and monitor tasks assigned to positions"

Study Committee

A joint labor management committee will be formed to provide input to the consultant on all major facets of the study. The consultant will be directed to provide recommendations based on the input and data collected from the campus. Members of the committee will represent each employee group studied and major administrative areas of the University affected by the study. (Committee size is to be determined.)

The consultant will present and provide copies of the draft and final report/recommendations to the joint labor management committee. The committee will question, clarify and respond to the findings but will not direct the findings. Implementation of recommendations is subject to negotiations, where appropriate.

Study Process

The Office of Personnel Administration will act as liaison for the study. Four modules are defined by the consultant with each phase having specific tasks and deliverables (see attached).

Regular bulletins, letters and media coverage will be provided to keep the University community up to date. Status meetings will be held throughout the study for the various interest groups of the University.

Questions and/or Requests for the Consultants

1. Will the joint MSU-CTU relationship affect your proposal?

2. Please be prepared to comment on your higher education credentials and provide specific credential statements to that effect.

3. How did you define differences between clerical, technical, supervisory, administrative, professional in past studies? What laws, public policy, technologies or other skills/tools would you use to help define the differences between groups?

4. Please supply examples of employee questionnaires relevant to past studies of the magnitude we are undertaking. Include the measurement system used from an educational study setting, and samples of final descriptions resulting in clerical, technical, supervisory, administrative, and professional.

5. Please advise us sequentially how the above-referenced example questionnaire and measurement system were developed? In what ways did the client participate in questionnaire development? May we look at a past higher education system(s) or other relevant examples of the "nuts and bolts" of your measurement system(s)?

6. Regarding pre-study interviews, please detail the kind or level of positions, both management and employee group representatives interviewed, and the purpose for such interviews. Will the interviews be structured or open-ended and will a report be made of the findings? If so, to whom? Will there be any employee interviews?

7. a. Be specific as to how you allocated costs of this study.
   b. Have you experienced cost over-runs which were charged to your contractors? If yes, please explain.

8. What circumstances would necessitate the development of more than one position questionnaire?

9. Would the employee questionnaire have any continuing use to the Request for Proposal or the University?

10. Do you expect the use of computers during the study? If so yours or ours? Will any of the software be applicable by the University after the study?

11. Based on the scope of the study, what position evaluation approach have you recommended in the past to delineate the classifications by levels?

12. Please share with us what you believe is the value of the communication, public relations and training portion of the study. How much energy do you intend to invest in written communication(s), employer/employee meetings, "how to's" on filling out questionnaires, etc.?

13. Please clarify for us your appeals procedure and provide models of appeals procedures of former clients.

14. Please clarify the "benchmark" size within each class category and the number of on-site audits that will be conducted.

15. Please provide updated resumes for staff assigned to the MSU classification study.

16. Please clarify the staff involvement of your organization and the amount/kind of staff support you expect will be required by the University.

17. Please provide a copy(ies) of your usual contract appropriate to this type of engagement.

MSU CLASSIFICATION STUDY 1986

MODULE 1: DESCRIBING AND MEASURING THE JOBS (TIME: 6-9 MONTHS)

TASKS	DELIVERABLES
Design a job analysis questionnaire	A job analysis questionnaire for future use
Finalize the position descriptions	Up-to-date classification descriptions
Tailor factor job evaluation plan	A single bias-free evaluation plan
Evaluate 520 position classifications/3500 position descriptions	Objective evaluation of all positions

MODULE 2: SURVEYING AND ANALYZING THE MARKET (TIME: 3 MONTHS)

TASKS	DELIVERABLES
Design compensation survey and analysis module	Detailed market survey and analysis model
Conduct survey	A statistically analyzed market survey
Compile data base	A negotiated salary schedule
Provide salary schedule information to university/ union(s)	
Perform statistical analysis	

MODULE 3: PERFORMANCE APPRAISING (TIME: 5 MONTHS)

TASKS	DELIVERABLES
Review current performance appraisal system	A job-related, valid, reliable performance appraisal system
Interview select individuals	Task based appraisal form(s)
Prepare and present a tailored performance appraisal system	
Revise as appropriate	

MODULE 4: COMMUNICATING THE NEW SYSTEM (TIME: CONTINUOUS)

TASKS	DELIVERABLES
Develop communication plan and materials	An informed university community
Design an appeal process	An appeal process sensitive to the concerns of all affected parties
Participate, as needed, on appeal panel	

THE UNIVERSITY OF MICHIGAN

February 13, 1984

MEMO

TO: Unit Heads and P & A Staff Members

RE: P & A Job Study

In an effort to ensure that positions in the Professional and Administrative job family are equitably classified, a proposal was submitted by the Library Personnel Office to review all Professional and Administrative positions at the University Library. The proposal has been approved by the Library Administration and the University Personnel Compensation Office (SCIL).

The purpose of this study is to obtain accurate and descriptive information about the job duties currently being performed by Library P & A staff members and to identify the levels of skills, ability, and experience necessary to perform these responsibilities at the entry level. The information obtained will be used to update classification descriptions and to determine if any Library P & A positions are inappropriately classified within the University system.

The Library Personnel Office is preparing a questionnaire which will be mailed to all P & A staff members in March, 1984. Supervisors of P & A staff members will review the information provided by the staff member before returning the questionnaire to the Library Personnel Office.

Once the information has been collected, the Library Personnel Office and the SCIL Compensation Office will be analyzing the results. A representative number of positions will be audited in order that SCIL Personnel staff become more knowledgeable and familiar with the specifics of Library P & A positions. Implementation of the results and any changes of classification that occur will be effective July 1, 1984.

It should be noted that this study is NOT an evaluation of a staff member's work but a description of the duties performed. Any reclassification downward, if it occurs, will NOT result in loss of wages in any way. There will be a process whereby staff members may appeal the position classification. Additional information on the appeal process will be made available at a later date.

As of February 10, 1984 and until the study is completed and the results implemented, there will be a moratorium on P & A reclassification requests.

IN SUMMARY:

- Questionnaires will be sent to all P & A staff members in March 1984. A return date will be indicated.
- The goal of this study is to describe what work is currently being performed by Library P & A staff members, not to evaluate individual's performance.
- Job audits will be done on a sampling basis but will be representative of work performed by Library P & A staff members. Not all positions will have an in-person audit.
- Effective date for all changes will be July 1, 1984.
- An Appeal Process will be established.
- No loss of wages will occur in the event a position is downgraded.
- There will be a moratorium on reclassification requests for P & A positions beginning February 10, 1984 until the end of the study.

The library Personnel Office will be conducting small group sessions in late February or early March in order to review the questionnaire and answer any questions P & A staff members and/or supervisors may have about the study. Announcements of time and location will be made in the Newsletter.

Sheila Creth

Lucy R. Cohen

SC/LRC/lw

cc: Supervisors of P & A staff

THE UNIVERSITY OF MICHIGAN

March 19, 1984

MEMO

TO: P & A Staff Members

RE: Update on Position Description Questionnaire

This update has been prepared in order to clarify a few of the questions raised during the review sessions. Please go over your Position Description Questionnaire noting the following:

Question #	Clarification
• 3, 3rd item "Experience with Library automation..."	If you have experience with more than one system, specify the name of the system next to the kind of experience indicated. (e.g., Searching only ☒ RLIN).
• 3, 7th item "Knowledge of card catalog..."	For catalogs other than the ones specified (e.g., shelf list, authority file...), please specify in the 10th item "Other special knowledge..." the type of catalog and the kind(s) of use (e.g., searching, filing...).
• 5, 6	Please indicate how you are defining UNIT in each of these 2 questions.
• 9	Add "Scheduling Responsibility" at the end of the list of supervisory functions.
• 14	a) Under Library Staff, "Unit Heads" should be altered to incorporate "Division Heads" (Unit/Division Heads). b) Vendors are defined as salespeople.

General Clarifications

- In responding to questions 9-13, consider all budgeted positions including vacancies unless you or your supervisor have reason to believe they are not going to be funded.
- When describing budgetary responsibilities, in the Duties Section on page 3, please include the size of the budget and any other relevant information.

If you have any questions about this update or the Questionnaire, please feel free to call me (764-2546).

Lucy R. Cohen

LRC/lw

cc: supervisors of the P/A staff members

8/84

P&A Study Final Report

After an intensive review of the information provided by all Library P&A staff members on their current duties and responsibilities, a new classification structure has been developed. This report will provide an update on the process since the Position Analysis Questionnaires (PAQs) were submitted, a description of the new classification titles, and a summary of the results which includes an overview of career possibilities now available to all P&A staff members.

Update on the Process

The information provided by all P&A staff members was so complete that it enabled us to concentrate on the broader organizational view, rather than defining the particular tasks. It should be noted that the effort made by the staff to provide complete information was instrumental to the study and appreciated. Listed below are the highlights of the process since receiving completed PAQs in April:

- All PAQs were read and the Library submitted to the University's compensation office (SCIL) a preliminary analysis of the information.
- Training sessions were presented to SCIL Compensation staff on our 3 automated systems.
- In-depth discussions were conducted with SCIL staff on the Library's organizational structure and our needs.
- An analysis of the technical category was completed using a defined task analysis approach.
- An analysis of the Supervisory category was completed using the Columbia University's systematic approach which reviews staff size and complexity and variety of tasks performed by subordinate staff.
- Levels within each category were refined and classification descriptions were written.
- In-depth discussions were conducted with SCIL staff on other University P&A jobs and how our Library jobs compared in salary grades.
- A final review of the PAQs was completed in order to determine classification levels for all staff.

The New Structure

The initial proposal that was submitted to the University's Compensation office in January discussed the evolving role of the librarian and the impact it has had on our P&A staff member. The P&A study verified that our P&A staff is now performing higher-level technical and managerial functions.

In order to compensate for the higher level functions and maintain equity within the University Classification System, four new classification descriptions have been written: Technical Library Assistant II, Technical Library

Assistant III, Coordinator of Technical Operations and Library Supervisor II. In addition, the Technical Library Assistant description has been updated and renamed to Technical Library Assistant I and the Library Supervisor description has been revised and renamed to Library Supervisor I. Definitions of each class follow:

- Technical Library Assistant I (P&A 03)

The technical and bibliographic functions are standard, such as: modifying Library of Congress or member library cataloging copy, revising or modifying classification numbers and editing and inputting cataloging copy into national and local bibliographic data bases.

In this classification, staff may also assist in overseeing a unit, branch or divisional library for circulation, reserves and stacks functions. The size of the staff is small, the work is less complex, though often offset by a high public relations factor. Impact is lower due to the assisting function rather than the independence of action required by Library Supervisors. The direct supervisor is usually in the immediate area or relatively close.

- Technical Library Assistant II (P&A 04)

The technical and bibliographic work is complex rather than standard, due to the different formats and problematic nature of the library material, such as serials and rare books. More problem-solving is required and a higher level of knowledge and previous experience is needed. The impact is greater due to the creation of records rather than the editing of records to conform to University of Michigan standards (i.e., record conversion directly on-line). Less complex original cataloging or management of files is performed at this level, such as cataloging of dissertations, theses and management of vertical files.

- Technical Library Assistant III (P&A 05)

The bibliographic and technical work is highly complex. Original cataloging, research assistance on a reference desk, and bibliographic data base searching are some examples of these highly technical and complex responsibilities. Bibliographic knowledge and skills, academic subject knowledge and specialty, substantial experience and extensive training are needed to perform these tasks adequately. The impact is great, due to the creation of original records from the materials rather than any other existing record and the research assistance provided to students, faculty and staff.

- Library Supervisor I (P&A 04)

Supervision of a unit or operation which is comprised of a large number of people (regular or temporary) performing less complex to moderately complex tasks. The supervision includes overseeing the facility, the equipment and the services and in some areas may include the supervision of technical processing. The public relations factor may be high, but one of the most important factors in this classification is the independence of action. The direct supervisor is not readily available, often physically located elsewhere or assigned only a percentage of time to the unit. The Library Supervisor I is responsible for the daily operation of the unit and decision-making; for personnel, equipment, services and facility.

- Coordinator of Technical Operations (P&A 05)

This staff member oversees a complex function or operation. Complex may be defined as a small number of staff performing complex technical work or a large number of staff performing a variety of tasks, some of a complex nature.

The slant of this classification is to recognize the impact and importance of staff who are required to be knowledgeable and perform at a higher level as well as coordinate subordinate staff members' work, which may also be complex or varied. This differs from the Library Supervisor who supervises less complex to moderately complex work in a unit and the Technical Library Assistant III, who may perform at a higher level but is not responsible for the coordination of a complex function or operation. The independence of action is also a requisite for this classification. Substantial experience is needed.

- Library Supervisor II (P&A 06)

The staff member is responsible for more than one Library unit or function; for the planning, budgeting and the management of Library supervisors or Technical Library Assistants I and II. This Supervisor is responsible for a large number of people both directly and indirectly, and has greater impact, due to the broader administrative responsibilities which include implementation of new programs, policies and procedures. The impact is very high due to the broader scope, the personnel budget and the responsibility of more than one facility or operation.

In addition to these Library specific classification titles, a few Library P&A staff members are classified using the broader University titles, such as Administrative Assistant I and II.

As staff review these definitions, they should keep in mind that as with any classification system, more than 50% of a staff member's time must be spent performing the described level's responsibilities and that any staff member can perform some duties of a higher or lower level.

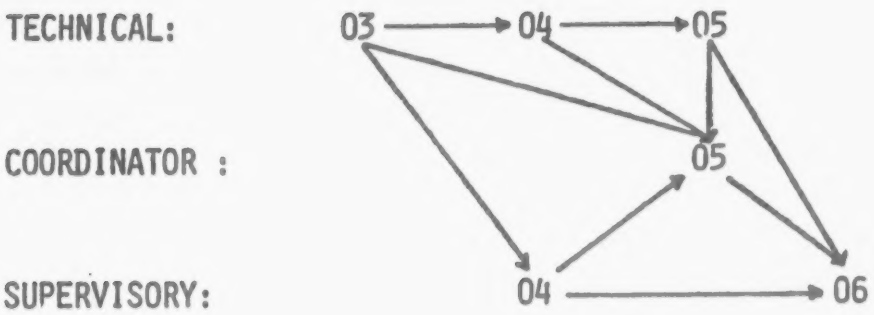
Summary

Based on this study, 37.5% of our P&A staff members were reclassified with an upward salary adjustment, 32.5% moved up one salary grade and received a 5% increment, and 5% moved up 2 salary grades and received a 7% increment. As we had indicated from the start, no staff member was reclassified downward.

Though the above figures are satisfying for this large of a study, the added feature to this new classification scheme is the career opportunities now available. Formerly our P&A staff was compressed within 2 titles and salary grades: Technical Library Assistant (TLA) 03 and Supervisor 04. We now have the following:

Salary Grade:	P&A 03	P&A 04	P&A 05	P&A 06
	TLA I	TLA II	TLA III	
		SUPR I	COORDINATOR	SUPR II

The following diagram indicates career ladder opportunities:



All P&A staff members have received letters indicating their new titles and any upward salary adjustments made. The appeal process has been defined and P&A staff who wish to appeal their classification may request the form from the Library Personnel Office, then submit it to their direct supervisor for their review.

Any questions on the study or the appeal process can be directed to me at 4-2546.

Lucy Cohen

Lucy Cohen
University of Michigan Libraries

LIBRARY TASK ANALYSIS

SUB I	LEVEL I	LEVEL II	LEVEL III
Precat searching	Transfers, withdrawals, reinstatements	Copy cataloging, music scores, books, serials	Slavic subject analysis (includes copy cataloging of books and serials)
RLIN searching	Indexing of divisional backlogs	Copy cataloging, rare books, STC project	Slavic classification (includes copy cataloging of books and serials)
RLIN inputting	Training GEAC inputting	Pre-cat searching, rare books, STC project	Brief record cataloging (original)
Card typing	Revising call numbers	Retrospective conversion, creating records	Original cataloging
GEAC inputting	Buhr conversion RLIN	Serials copy cataloging	Original cataloging of sound recordings
Buhr conversion GEAC	800 shelflist, modifying	Creates descriptive cataloging copy	
Post-cataloging searching	Labadie copy cataloging	Authority work, creating cross references, links and name changes	
	Modifying LC or member library records	Catalog card changes and corrections	
	Labelling	Training RLIN searching	
	Public catalog card filing	Training RLIN inputting	
	Retrospective conversion inputting and editing records	Coordinating RLIN inputting	
	Retrospective microform cataloging	Original cataloging of dissertations, theses, vertical files	
	Transcription cataloging		
	Managed backlog analysis		
	Record conversion into SPIRES		
	Verification of subject headings		
	Edit descriptive copy		

Position Classifications

EXAMPLES OF BARGAINING UNIT (A.U.C.E.)

VS. PROFESSIONAL TASKS IN

LIBRARY WORK

Clerical Reference	Professional Reference
Responds to directional enquiries, routine reference questions in a limited subject or language area using standard reference tools, and refers to professionals those questions requiring further expertise. May undertake a more extended reference enquiry under the supervision of a professional.	Provides information to users of all the library resources, using indexes, data bases both in print and on line, and, in examination of any item of literature, applies critical evaluation re the extent and nature of its field, significance to the filed and possible users.
Responds to questions not requiring detailed probing.	Identifies and defines the needs of the requestor of information and users elucidating the exact nature of the enquiry and determining the appropriate level for a response.
May work scheduled hours on a reference desk under supervision, and consults with professional when problems arise.	Responsible for information being given out at reference desk, and is personally involved in reference work over a broad range of subject areas which require a thorough knowledge of the collection, bibliographies, indexes and guides to it.
May locate simple bibliographic information by checking the catalogue, book catalogues, periodical indexes for publication data (author, title, publisher), needed for bibliographies, reading lists, etc.	Conducts more complex bibliographic searches requiring a wider range of reference ~~books~~ tools.
The maintenance of the collection is normally the primary function when in charge of a reading room.	Book selection, ~~Acquisitions~~, reference work and/or cataloguing are normally the primary functions when in charge of a reading room.
Conducts manual searches of Index Medicus and Excerpta Medica at a low level of sophistication.	Conducts manual searches of Index Medicus and Excerpta Medica at a high level of sophistication.

Clerical Reference	Professional Reference
Passes on requests for MEDLINE data base searches.	Determines when MEDLINE data base searches are required, and performs them.
Upon enquiry, passes on information re availability of additional reference information at the U.B.C. Library System, the Health Science Library Network, and the Vancouver Public Library.	Keeps users informed of availability of additional reference information at U.B.C. Library, Health Science Library network and the Vancouver Public Library.
Upon being so instructed, maintains current review articles.	Makes the judgement of what is current interest, arranges for a file of current review articles likely to be requested, and decides on approprite index for them.
Photocopies articles selected by professionals for use by users.	To provide current awareness, scans new journals in Woodward, or watches for pertinent reports from journals, and refers relevant copies or titles to users.
Assembles condensed list of new book titles from information provided.	Reviews U.B.C. Library list of new book titles, and selects, evaluates and annotates entries for condensed Reading Room list.
Arranges for tours of Woodward Library for residents.	Gives talks to incoming residents on available library service.
Takes annual inventory and puts outdated material in storage.	Weeds outdated material from the collection.
Sees to the ordering and procesing of materials chosen.	Recommends materials for purchase.
Assigns circulation status to new material.	Assigns subject heading to new material and does all original cataloguing.
Carries out circulation duties in accordance with established policy.	Formulates circulation policy.

Clerical Reference	Professional Reference
Maintains a pamphlet or clipping file upon request of a professional.	Decides to initiate a pamphlet or clipping file on a specific subject.
Compiles a list of faculty publications received from information provided.	Solicits faculty publications for the collection.

LN/sef
May 9, 1984

JOB DESCRIPTIONS

The University Library maintains a job description for each position on the library staff. The job description shall be a clear, concise and accurate statement of current responsibilities. Typically, the job description shall include: (1) Position title, (2) Title of supervisor, (3) Summary of position, and (4) Position functions. The statement of position functions will specify responsibilities for services performed, supervision if any, limits of authority, and levels of contact. Job descriptions shall be examined periodically in conjunction with performance review.

New job descriptions will be written by the immediate supervisor of the intended position and will be forwarded through appropriate administrative levels to the Assistant University Librarian; Steps 3 and 4 (as listed below under "Procedure for Change") are then to be followed.

A complete folder of job descriptions shall be made available to each Assistant University Librarian by the Assistant to the University Librarian, and updated as needed. The file shall be available for examination by interested staff.

Procedure for Change

If, at any time, it is believed that the job description is not accurate, the procedure for change may be initiated by:

A) An individual who is covered by a unique job description.

B) A member of a group which is covered by a common job description. Agreement by the group is desirable before proceeding, but not necessary.

C) A supervisor who would like to alter the responsibilities of an individual position or group of positions covered by a common job description.

The following steps shall be taken in all cases:

1) A conference between the supervisor and employee/s shall take place.

2) A draft job description incorporating the appropriate change shall be forwarded through appropriate administrative levels from the supervisor up to the Assistant University Librarian.

3) The Assistant University Librarians will meet with the Professional Program Committee to review the draft job description.

4) The University Librarian will make the final decision.

The appeal procedure may be set into motion at any point at which disagreement occurs.

From: Assistant University Librarian Files, 2/85

Brown University

Brown University
LIBRARIAN POSITIONS

* **Level 13**:

Assistant University Librarian for Public Services/Collection Development
Assistant University Librarian for Special Collections
Assistant University Librarian for Technical Services

* **Level 12**:

Head, Acquisitions Department
Head, Catalog Department
Head, Circulation Department
Head, Documents Department
Head, Reference Department
Head, Serials Department
Head Special Collections Librarian
Library Systems/Planning Officer

Level 11:

Assistant Head, Acquisitions Department
* Assistant Head, Circulation Department
* Collection Development Coordinator
Curator of the Anne S. K. Brown Military Collection
Curator of the Annmary Brown Memorial Collection
Curator of Broadsides
Curator of the East Asian Collection
Curator of the Harris Collection
Curator of Manuscripts
Curator of Printed Books
Head Serials Catalog Librarian
Medical Library Coordinator
Music Librarian
Shared Resources Coordinator
University Archivist

Level 10:

Assistant Systems Librarian
Catalog Librarian
Copy Catalog Librarian
Gifts and Collection Maintenance Librarian
Pembroke Librarian
Reader Services Librarian, Special Collections
Reference Librarian
Science Serials Librarian
Serials Catalog Librarian

Review of these job descriptions has been completed; only these job descriptions are enclosed.

II. THE PROFESSIONAL STAFF ORGANIZATION

Introduction

The professional members of the staff of the University Libraries are responsible for daily library operations and for the general character and quality of the collections, bibliographic systems and service programs. A statement establishing the authority and the responsibilities of the University Librarian and Officers of the Libraries is provided in Chapter IX of the University Statutes (Appendix B), and the administrative plan established to carry out those responsibilities is described in detail in The Administrative Organization of the Libraries of Columbia University (revised 1985).

The Statutes chapter underscores the relationship between the University Libraries and the academic programs of the University and reaffirms the traditional Columbia view that Officers of the Libraries, a distinctive group within the University, are allied with several faculties in accomplishing instructional and research objectives. Librarians are expected to continue study and research in their field and to advance themselves professionally. This perception of research librarianship at Columbia has served as the cornerstone of our professional staff structure.

The general outline of professional staff organization at Columbia includes two parallel elements, (a) a system of position categories and (b) a system of professional ranks. With the exception of a few senior officers, each professional staff member holds a position that is classified into one of five categories on the basis of the degree of administrative or policy-making responsibility involved. Initial assignment to a specific position and any subsequent reassignments are handled administratively. In addition to a position assignment, each professional staff member holds a title denoting professional rank, which is independent of the position and which reflects the level of professional achievement of the individual, largely as perceived by peers, that is, librarians within the Columbia system and other professional colleagues. A new appointee to the staff is assigned an initial rank and promotion review date by the Assistant University Librarian for Personnel after consultation with the Professional Review Committee. Subsequent promotion is based on the peer evaluation system described in Section A. below.

Reflecting these two systems and dependent on them, salary schedules were established to assure appropriate salary levels and equity of remuneration. In brief, an individual's salary at any point in time is governed by three factors: (a) the individual's professional performance, (b) the character of the position held and administrative responsibilities assumed, and (c) length of service. Implicitly, merit

is the dominant factor: the initial provisional appointment is a search for distinction; promotion in rank reflects merit largely as seen by peers; and promotion to positions of greater responsibility reflects a judgment by library management of both performance and potential.

The formulation of the system of position categories and the establishment of the system of professional ranks provided the impetus for a number of important procedural changes designed to assure the continuing development of a distinctive professional staff.

1) The provisional nature of the initial appointment to the professional staff has been formalized, as has the process of performance review, both during the provisional period and immediately prior to consideration for promotion to the permanent staff.

2) Periodic supervisory appraisals and peer review process to assess professional performance and to provide a basis for determining further promotion in rank have been established.

3) Individual positions have been carefully classified, with special attention given to the description of levels of administrative responsibility and to the identification of positions that affect, in substantial ways, general library directions and overall library performance.

An important goal of the Columbia program is to upgrade the profession of academic and research librarianship by raising the sights of individual members, by encouraging higher standards of performance, and by identifying ways for Columbia's librarians to contribute even more effectively to the academic purposes of the University. In the long run, the quality of recruits to the profession, the nature of professional education, personal satisfaction, and financial rewards will all be influenced by Columbia's professional staff program.

The Presidential appointment is and continues to be the appropriate form of appointment to the professional staff, and is used for all but the rank of Librarian IV, for which a trustee appointment is used.

1. Professional Ranks.

Members of the professional staff of the University Libraries, with the exception of the University Librarian, hold one of four ranks. Initial determination of rank and subsequent promotion are largely governed by a review process conducted by the Professional Review Committee. While PRC recommendations are advisory to the University Librarian and ultimately to the University administration, the work and judgment of the Committee are fundamental to the ranking process. Committee procedures have been carefully established to assure comprehensive and fair reviews while maintaining confidentiality. General descriptions of each of the four professional ranks follows.

Librarian I. This rank designates the beginning level of librarianship.

The title Librarian I is assigned to individuals who have completed the required professional and/or other graduate training, but have little or no pertinent experience in research or academic librarianship. A Librarian I receives a Presidential Appointment which is renewed annually. Individuals must be promoted from this provisional rank by the end of the third year or be subject to termination.

Librarian II. This is the initial career rank, and individuals promoted to Librarian II are those who have adequately displayed professional skills and perceptions as well as an affinity for academic and research librarianship. It generally indicates that the individual has demonstrated the ability to master the skills and techniques of librarianship and has the potential for further development and accomplishment.

The title Librarian II is used for individuals who have fully demonstrated professional competence either as Librarian I at Columbia or as a librarian

elsewhere. A Librarian II receives a continuing Presidential Appointment. Normally, a minimum of five years experience at this level will be required before consideration for promotion to the next rank.

Librarian III. This is the principal professional rank, which it is assumed a majority of staff members will attain. It generally indicates that the individual has mastered the skills and techniques of librarianship, has demonstrated a high level of professional performance, and has made meaningful professional contributions.

The title Librarian III recognizes individuals with substantial and successful experience as a Librarian II at Columbia or as a professional staff member elsewhere. A Librarian III receives a continuing Presidential Appointment. Normally, a minimum of seven years experience at this level will be required before consideration for further promotion.

Librarian IV. This highest professional rank is reserved for individuals who have made distinctive contributions over a significant period of time to the University Libraries and to the profession. Promotion to Librarian IV is exceptional rather than usual.

The title Librarian IV acknowledges sustained professional accomplishment and outstanding performance as a Librarian III at Columbia or as a professional staff member elsewhere. A Librarian IV receives a Trustee Appointment.

B. Classification of Positions at Columbia University

1. Supporting Staff

There are two broad classifications of positions at Columbia University: supporting staff and officers. Supporting staff positions include various levels of clerical, secretarial, and administrative duties in support of the academic and administrative components of the University. With the advent of District 65, which represents clerical staff in positions below the officer level (Grade I - IX), most supporting staff positions on the Morningside Heights and Health Sciences Campuses are covered by collective bargaining agreements, and the positions are generally classified in the University Classification Scheme for Supporting Staff.

From time to time, changing circumstances require modifications in the structure of classification schemes. For example, when Local 1199 became the bargaining agent for the majority of supporting staff positions in the Libraries in 1969, a new task-oriented classification scheme was developed and implemented. Shortly thereafter, a classification scheme for non-union supporting staff was devised in the Libraries and integrated into the University Classification Scheme for Supporting Staff. In the Libraries, this was referred to as the SCATS Classification (Supervisory, Confidential, and Technical positions). A number of the positions originally included in the SCATS Classification are covered by the contract agreed to by the University and District 65 in October 1985. It is now necessary to distinguish supporting staff positions as union or nonunion. Positions exempt from collective bargaining among the supporting staff in the Libraries are generally those carrying the title "Supervisor." In addition, positions in the Library Personnel Office are also union exempt if the duties involve confidential work as defined by the National Labor Relations Act.

2. Appointed Staff

There are four categories of Officers within the University, three of which are used to designate academic staff: Officers of Instruction, Officers of the Libraries, and Officers of Research. Officers of Administration, whose positions are classified in Grade X or above, are in the fourth category. All officer positions at Columbia are considered "professional" and generally require advanced degrees or a combination of experience and academic attainment. In the Libraries, for example, the MLS is generally required for positions designated as Officers of the Libraries. Officers are appointed to the staff and given either Presidential or Trustee appointments. Trustee appointments are granted to tenured faculty and to librarians at the rank of Librarian IV.

With the exception of the Oral History Research Office, which has functions that utilize the Officer of Research designation, staff in professional positions in the Libraries are designated either as Officers of Administration or Officers of the Libraries. Positions in the recently developed Paralibrarian Series are designated as Officers of Administration, and integrated into the Officer of Administration Classification Scheme (PL I - Grade X, PL II = Grade XI, PL III = Grade XII). See Appendix K for a description of the Paralibrarian Classification Series.

3. Classification of Professional Positions

The decision on whether to classify a position in the Paralibrarian Series or in the System of Professional Position Categories will depend on a number of factors, including the complexity of the bibliographic or technical skills required and the degree of responsibility the position has for the character and quality of the collections, bibliographic systems, and service programs. As stated in the University Statutes (see Appendix B): "The designation 'librarian' shall apply only to an officer who is appointed on the nomination of the University Librarian as professionally qualified to serve instruction and research by assembling appropriate collections of library materials; by developing and maintaining library services; and by furthering the use of library and information resources for instruction and scholarship."

Paralibrarian positions require generalized backgrounds and skill. Officers of the Libraries typically require a master's degree (or substantial compensatory experience), as well as in-depth subject, language, management or other special knowledge and skills. In addition, it is expected to a greater degree that incumbents in Officers of the Libraries positions will increase their skills and participate in professional activities beyond the confines of their own jobs.

The designation of a position in a particular category or classification scheme requires a sophisticated understanding of both the tasks and functions performed in a complex library environment and the relationship of professional positions to supporting staff positions, including union positions on the Health Sciences and Morningside Heights Campuses. For these reasons, the University Librarian relies on the advice and recommendations of two classification committees, the Supporting Staff Classification Committee (SSCC) and the Professional Classification Committee (PCC). The SSCC reviews all union and non-union supporting staff positions (Grades I - IX); the PCC reviews all professional librarian positions. Currently, an ad hoc joint SSCC/PCC committee reviews all positions recommended for classification in the Paralibrarian Series.

C. The System of Professional Position Categories

The System of Professional Ranks, described in Section II. A., is the first element of the Two-Track System for Officers of the Libraries at Columbia. The promotion review process, which is modeled on the Ad Hoc Committees appointed by the Provost to advise on faculty tenure recommendations, underscores the academic nature of the functions of Officers of the Libraries. It is an element that does not apply to positions in the Paralibrarian Series.

The second element of the Two-Track System of Professional Ranks and Position Categories is the administrative classification scheme for positions held by Officers of the Libraries. This scheme was implemented in 1973-74 after several years of study by a staff committee. Since the implementation of the system, many changes have occurred in the management and operation of the Libraries, and it was generally agreed that a thorough review of the classification scheme was needed. In the summer of 1983, the University Librarian appointed a new Professional Classification Committee (PCC) to assess the system. For the final report of the PCC, see **Appendix L.**

The classification scheme described herein consists of six levels (PC I - V, plus Exempt). The position of the Vice President and University Librarian is not included in the scheme.

A position-grading system was used to determine position categories. It is generally considered an appropriate method for classifying professional positions since they are not task oriented in the sense that clerical positions are. (The Classification Scheme for Local 1199 Positions, for example, is a task-oriented scheme.) There are certain drawbacks to position-grading systems, which was also the method used in devising the original System of Professional Position Categories, because broad definitions and generalizations are used and can be subject to different interpretations. This can lead to inequities and to an eventual erosion of the scheme. To compensate for problems in position-grading, the PCC developed a set of principles (or factors) to provide a more consistent approach in the overall assessment of positions.

The process involved analyzing positions in relation to each other and classifying them in terms of level of responsibility. Factors or principles taken into consideration were: relationships with students, faculty, the general public, and academic and administrative components of the University; responsibility for developing and implementing policies, programs, and services; supervisory or administrative responsibilities (including composition of staff); and fiscal responsibility and accountability. In essence, the analysis of these factors indicates that there is an ascending level of position categories governed by the extent of administrative duties and/or policy-making responsibilities.

The classification scheme views the functions of positions as constant although the manner and the effectiveness with which the functions are accomplished vary, depending on a number of factors including the training, background, and experience of the incumbent. Because this is a classification of positions, not of people, the concept of a "beginning" professional position, i.e., one budgeted at the current beginning professional salary and usually filled by a recent library school graduate with little or no previous professional experience, is not reflected in the scheme. Theoretically, a "beginning librarian" could be appointed to a position in any category. Realistically, however, such appointments would be unlikely for positions requiring substantial administrative, technical, or program responsibilities.

The effect on position classification of the level and extent of certain specialized skills was given consideration. For example, foreign language and subject expertise is especially important for positions of bibliographers and catalogers. The description written for the implementation of the System of Professional Position Categories that originally appeared in the **Handbook for Librarians** in 1973 implied that the complexity of the skills required for a position was a factor in position classification. This is not the case in an administrative-based classification, which assumes that all professional positions require a variety of skills. The System of Professional Ranks provides means for recognizing existing skills, as well as the development and refinement of skills and academic or professional degrees obtained or in progress.

1. Position Categories

The following paragraphs describe, in general terms, the functional characteristics of each position category.

Position Category I: Positions in this category are responsible for performing duties requiring the utilization of the fully realized professional skills and techniques of the trained and experienced librarian. They may involve complex technical or bibliographic skills or a combination thereof. These positions may have supervisory responsibility for some supporting staff and for assisting in the assigning, revising, and/or training of appointed staff. Administrative responsibility for relatively small units may be involved. These positions may participate in the development of policies, programs, and services and have responsibility for their implementation.

Position Category II: Positions in this category may have general administrative responsibility for relatively small- to medium-sized units, which may include direct supervision of functions generally performed by a relatively small number of appointed staff, may include direct supervision of a number of support staff, or some combination thereof. Positions may be included in this category on the basis of system-wide responsibility for programs or functions or on the basis of the level of responsibility for fiscal and/or program, policy, or service functions.

Position Category III: Positions in this category may have general administrative responsibility for relatively small- to medium-sized units, which may include direct supervision of functions generally performed by a relatively small number or appointed staff, may include direct supervision of a number of support staff, or some combination thereof. They differ from positions in PC II in their range and scope of responsibility, including the level of responsibility for fiscal and/or program, policy, or service functions.

Position Category IV: Positions in this category share a number of characteristics with those in PC II and III, but differ in either the range and scope of responsibilities or in the multidimensional nature of the functions administered.

Position Category V: Positions in this category are responsible for major administrative components of the library system or for formulating and executing system-wide polices, programs, and services, with appropriate consultation. The positions of the Assistant Directors and the Assistant University Librarians are in this category.

Exempt: Positions in this category carry the highest level of responsibility and accountability for major components of the library system. The positions of the Group Directors and the Librarians of the Distinctive Collections are classified in this category.

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LIBRARIAN JOB SERIES

	LIBRARIAN I (PA3)	LIBRARIAN II (PA4)	LIBRARIAN III (PA5)	LIBRARIAN IV (PA6)
Reports to	Generally reports to a Librarian III or IV.	Generally reports to a Librarian III or IV.	Generally reports to a Librarian IV/or Assistant Director. Dept Hd.	Generally reports to an Assistant Director or higher.
Accountability	Does not have final accountability for results or success of the department's activities/programs.	Does not have final accountability but may share accountability for the results/success of some of the department's programs/activities.	Shares significantly in the accountability for results/success of the department's programs/activities.	Is directly accountable for the results/success of the department's programs/activities.
Independence	Requires general supervision to accomplish established standards and objectives.	Requires minimal supervision to accomplish established standards and objectives.	Requires minimal direction to accomplish mutually established objectives.	Requires minimal direction and generally sets standards/ objectives for staff and/or unit/dept.
Policy/ Procedure Resp.	Carries out policies/procedures as outlined, but independently.	Shares in the design of policies and procedures for the unit.	Participates significantly in the design of policies and procedures for the unit.	Responsible for mapping out policies and procedures as well as for overseeing implementation.
Internal/ External Contacts	Usually active in local and national professional associations. Direct contact with faculty and other user groups is frequent in public service depts.; less frequent in technical services areas.	Usually active in local and national professional associations. Direct contact with faculty and other user groups is frequent in public service depts.; less frequent in technical services areas.	Has direct contact with an academic constituency. Internally, serves as a senior resource person within the department and on a broader scale, system wide. Active in national and local associations and may contribute to published articles.	Has direct contact and accountability to an academic constituency. Generally involved in national and sometimes international associations as a recognized expert in the specialized area of academic librarianship. Usually publishes articles.
Supv. Responsibility	Not usual.	Generally involved in training new employees, scheduling and checking the work of others, especially entry level professionals and students.	Generally involved in supervising the work of entry level staff and students. Trains, schedules, evaluates, recommends hire/fire actions.	Generally supervises work of at least 2-3 entry and/or senior level employees and many students. Trains, schedules, evaluates, recommends hire/fire actions.
Knowledge/ Skills Needed	Requires basic knowledge of library theory and practice. In certain areas, specialized skills such as language may be required.	Requires mastery of some aspect of library operations.	Requires proven scholarly or bibliographic skills in addition to mastery of some aspect of library operations.	High degree of specialized expertise both in a relevant academic discipline and te[redacted] technical mastery in some major aspect of library operations.
Education/ Experience	0-1 yr. experience BA/BS & MLS	1-3 yrs. BA/BS & MLS	3-5 yrs. BA/BS & MLS	At least 5 yrs. BA/BS & MLS Additional advanced degree in relevant subject discipline. Ph.D. required in some cases.

7/85

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LIBRARIAN POSITION ANALYSIS QUESTIONNAIRE

University of Pennsylvania

Current Position Title/Grade: _____
Department: _____
Current Incumbent: _____
Supervisor: _____

(A) POSITION SUMMARY (Summarize in a few sentences the main functions and purposes of this position.)

(B) EXAMPLE OF TYPICAL DUTIES AND RESPONSIBILITIES (Begin each duty with an action verb. List duties in order of importance, grouping related tasks together. Be concise. Indicate approximate percent of time spent on each duty. Continue on an additional page if necessary.)

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(C) POSITION DIMENSIONS. Indicate level and/or type of responsibility for the following:

(1) Policy making authority: _____
_____

(2) Responsibility for long-range project plans and goals for the unit: _____
_____
_____

(3) Responsibility for design and/or implementation of procedures: _____
_____
_____

(4) Responsibility for supervision of others. Yes/No. (Circle one)

If yes:

How many? _____

What types of employees? _____

Explain what types of duties are involved in supervising others: _____
_____
_____

(5) Responsibility for budget: _____
_____
_____

(6) Responsibility for generating reports, proposals, statistical analyses, etc.: _____
_____
_____

(7) Responsibility for defining needs for equipment, materials, etc.: _____
_____
_____

(8) Level of direct contact with faculty and other user groups on and off campus: _____
_____
_____

(9) Level of consultation with others in field on a local, regional, or national basis: ~~University~~ of Pennsylvania

(D) Indicate type of supervision received.

(E) Knowledge, skills and abilities necessary to perform required duties and responsibilities. (DO NOT list personal qualifications; only job requirments. Knowledge refers to education, training, experience.)

Other desirable knowledge, skills, and abilities.

(F) Organization Chart (Use position titles and names of incumbents).

supervisor

peer position | this position | peer position

reporting positions

(G) Comments:

(H) Prepared by: Title:
Date:

Additional signature: Title:
Date:

For reclassifications the incumbent and supervisor must sign this form.

Proposing only 4 titles: Librarian I, II, III and IV

LI: appointment at this level shall be made for a term of one year and reappointment at this rank shall not be made for a total of more than 2 yrs.

LII, III and IV: continuing appointments

Promotions based on ability, performance, education and experience; not dependent upon assuming greater administrative responsibilities, (or, in reverse, assuming greater administrative responsibility shall not necessarily result in a promotion in rank). Promotion implies not only the performance of past service to the Library and University, but also readiness to assume even more expert, responsible and important work.

Criteria: professional service in the Library
research, academic achievement and creative work
professional service outside the Library
University service

Qualifications: education--LI &II requires MLS;
LIII requires MLS with second advanced degree in relevant subject area an advantage;
LIV almost invariable requires advanced subject specialty degree and/or ongoing academic research

experience--LI: 1-3 yrs.; LII: 3+; LIII & IV: 5+

DEFINITIONS:

LIBRARIAN I: This designation is used for individuals entering the profession, primarily recent graduates of library schools or, in some cases, individuals with limited experience. Annual appointments at this level are made for a total of no more than 3 yrs.

LIBRARIAN II: This designation is used for librarians who have demonstrated professional competence and who, therefore, perform their duties with considerable latitude for individual initiative under a minimum of supervision.

LIBRARIAN III (and this would include the DH I people): This designation is used for senior professionals responsible for work involving substantial scholarly and bibliographical skills on a high level of competence. It may also be used for individuals in positions involving supervision of small central operating departments, small school or department libraries, or in secondary administrative positions in larger units. In this case administration is viewed as an addition to the fundamental professional responsibilities rather than an end in itself. In school or department libraries, assignments at this level include responsibility for all aspects of library operation in consultation with the members of the academic unit served and under the general supervision of the general library administration. Supervision of a small staff, (budget formulation and control) policy development, etc. may all be elements of positions at this level. Where specialized subject knowledge is relative to a position at this level, such knowledge is assumed.

LIBRARIAN IV (and this would include the DH II people): This designation is used for librarians who have achieved recognition of outstanding professional expertise and competence within the Library and externally. Typically the individual is active in professional organizations and contributes meaningfully to the scholarly work in a relevant subject discipline. Positions at this level may require an advanced subject degree in addition to the MLS as a qualification and, also, usually include administrative responsibility, but this is not absolutely a necessity. Normally a minimum of 5 yrs. of pertinent experience would be required, and most often the period of preparation would be substantially longer.

Selected Reading List

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